REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1889.

Presented to both Houses of Parliament by Command of Her Majesty.

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REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1889.

TO HIS EXCELLENCY, LAWRENCE, EARL OF ZETLAND,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland) submit to your Excellency this our eleventh Report.

The number of students who gave notice of their intention to present for examination in 1889 was:—

Boys.	Girls.	Total.
5,261	1,878	7,139

being an increase of 298 in the case of boys, and an increase of 252 in the case of girls, over the corresponding numbers in 1888.

In the ten previous years the numbers were:—

——	Boys.	Girls.	Total.
1879	3,478	798	4,271
1880	4,493	1,633	6,126
1881	5,694	2,034	7,728
1882	5,677	1,648	7,325
1883	5,521	1,314	6,835
1884	4,817	1,233	6,050
1885	4,504	1,218	5,722
1886	4,681	1,348	6,029
1887	5,012	1,460	6,472
1888	4,963	1,626	6,589

The number of students who presented themselves for examination in 1889 was:— See Table I.

Boys.	Girls.	Total.
4,838	1,695	6,533

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In the ten previous years the numbers were:—

——	Boys.	Girls.	Total.
1879, . .	3,218	736	3,954
1880, . .	4,114	1,447	5,561
1881, . .	5,147	1,805	6,952
1882, . .	5,153	1,461	6,614
1883, . .	5,037	1,125	6,162
1884, . .	4,413	1,091	5,504
1885, . .	4,123	1,058	5,181
1886, . .	4,343	1,199	5,542
1887, . .	4,613	1,318	5,931
1888, . .	4,551	1,507	6,058

The examinations, which commenced on 17th June and extended over ten days, were held at 174 centres, in 67 different localities, as follows:—

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh, .	1	Dundalk, . .	4	Navan, . . .	1
Athlone, . .	1	Dungarvan. . .	2	Nonagh, . .	1
Athy, . . .	1	Ennis, . . .	2	Newry, . . .	2
Ballinasloe, . .	1	Fermoy, . .	2	Omagh, . .	1
Ballinrobe, . .	1	Galway. . .	1	Parsonstown, .	1
Belfast, . . .	11	Kilkenny, . .	2	Santry, . .	1
Blackrock, . .	3	Killarney, . .	1	Skibbereen, . .	1
Bruff, . . .	1	Kilrush, . .	1	Sligo, . . .	1
Carlow, . . .	2	Limerick, . .	4	Strabane, . .	1
Carrick-on-Suir, .	1	Listowel, . .	1	Terenure, . .	1
Cashel, . . .	1	Londonderry, .	3	Tipperary, . .	2
Castleknock, . .	1	Longford, . .	1	Tralee, . . .	1
Charleville, . .	1	Lurgan, . .	1	Tuam, . . .	1
Clongowes Wood College, . .	2	Mallow, . .	1	Tullamore, . .	1
Clonmel, . .	2	Midleton, . .	1	Tullow, . . .	1
Coleraine, . .	2	Mitchelstown, .	1	Waterford, . .	3
Cookstown, . .	1	Monaghan, . .	1	Westport, . .	1
Cork, . . .	11	Monasterevan, .	1	Wexford, . .	2
Drogheda, . .	1	Monntrath, . .	1	Youghal, . .	1
Dublin, . . .	21	Mullingar, . .	1		
		Multyfarnham, .	1	Total, . .	123

GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh, . .	1	Holywood (Down),	1	Navan, . . .	2
Athy, . . .	1	Kilkenny, . .	1	Newry, . . .	1
Ballymena, . .	1	Killarney, . .	1	Omagh, . .	1
Belfast, . . .	8	Limerick, . .	1	Portadown, . .	1
Coleraine, . .	1	Londonderry, . .	4	Roscrea, . .	1
Cookstown, . .	1	Longford, . .	1	Traleo, . . .	1
Cork, . . .	4	Macroom, . .	1	Wexford, . .	1
Dublin, . . .	11	Monaghan, . .	1		
Dundalk, . .	1	Mountmellick, .	1		
Ennis, . . .	1	Mullingar, . .	1	Total, . .	51

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The following Table shows the distribution of Centres between the Four Provinces.

—	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Boys, . . .	50	24	42	7	123
Girls, . . .	20	21	10	–	51
Total, . .	70	45	52	7	174

One hundred and twenty-six gentlemen and fifty-one ladies were employed as Centre Superintendents, being an average of one Superintendent to every 38 boys and 33 girls, respectively.

The number of students who passed the Examinations was :— See Table III.

Boys.	Girls.	Total.
2,844	1,174	4,018

In former years the numbers were :—

—	Boys.	Girls.	Total.
1879, .	1,850	432	2,332
1880, .	2,899	1,111	4,010
1881, .	3,439	1,235	4,674
1882, .	2,983	1,017	4,000
1883, .	2,851	893	3,744
1884, .	3,040	800	3,840
1885, .	2,436	735	3,171
1886, .	2,685	825	3,510
1887, .	2,626	969	3,595
1888, .	2,872	1,222	4,094

The proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
58·7	69·2	61·5

The proportions in former years were as follows :—

—	Boys.	Girls.	Boys and Girls.
1879, .	57·5	65·4	58·9
1880, .	70·4	76·7	72·1
1881, .	66·8	68·3	67·2
1882, .	57·8	69·6	60·4
1883, .	56·6	79·4	60·7
1884, .	68·8	78·3	69·7
1885, .	59·	69·4	61·2
1886, .	61·8	68·8	63·8
1887, .	56·9	73·5	60·
1888, .	68·1	81·1	67·5

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See Table IV. The number of students to whom were awarded £30 Prizes and Exhibitions was:—

Boys, 273; Girls, 116; Total, 389.

See Table V. The number of students to whom were awarded prizes in books was—

Boys, 215; Girls, 122; Total, 337.

See Table VI. The number of students to whom were awarded £7 Prizes for special subjects under Rule 30 (A) was:—

Boys, 11; Girls, 6; Total, 17.

See Table VII. The number of students to whom were awarded Prizes for Composition under Rule 30 (B) was:—

Boys, 49; Girls, 24; Total, 73.

See Appendix IV. Tho amount of Results Fees paid to Managers of Schools on account of the Examinations in 1889 was:—

Boys, £7,648 10*s.* 8*d.*; Girls, £2,445 3*s.* 1*d.*; Total, £10,093 13*s.* 9*d.*

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

Provinces.	Amount of Results Fees paid.			Total.	No. of Schools.		Total.
	Boys.	Girls.			Boys.	Girls.	
	£ s. d.	£ s. d.		£ s. d.			
Leinster, . .	3,152 0 6	855 10 5		4,007 10 11	57	39	96
Ulster, ...	1,883 12 11	1,194 7 8		3,078 0 7	47	46	93
Munster, . . .	2,206 3 5	378 16 9		2,585 0 2	46	19	65
Connaught, . . .	406 13 10	16 8 3		423 2 1	14	3	17
Gross Total, . .	7,648 10 8	2,445 3 1		10,093 13 9	164	107	271

See Table XII., and App. V. The values of the Burke Memorial Prizes awarded in 1888 were:—

Boys—

First Prize, £16.

Second Prize, £10.

Girls—

Prize, £10.

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Finance.

When the results of the Examinations in the present year were ascertained it became evident that an award of Exhibitions, Prizes, and Results Fees at the rates of those of 1888 would involve not only an excess of expenditure over the income of 1889 of about £6,800 to meet the sums which would be payable, but also further excess payments in 1890 and 1891, to a possible amount of £2,500.

Payment of the entire of these sums out of the Fund accumulated from the surpluses of former years, would have so reduced it as to render it, in our opinion, inadequate to the purposes for which it was established.

Under all the circumstances, we determined that the largest sum which ought to be withdrawn from that Fund in aid of the Income of the present year was £3,100: and we fixed the amounts of the Exhibitions and Prizes upon the principle that the residue of the deficiency should be apportioned, as nearly as might be, rateably between the total sums awarded for "Rewards" and "Results Fees" respectively.

The invested accumulations of former years after the above-mentioned withdrawal, amount to £9,761.

Education.

The percentages of the students—boys and girls—examined, who passed the Examinations, are lower than those in 1888; 58·7 per cent. of the boys, and 69·2 per cent. of the girls examined having passed the examinations, against 63·1 per cent. and 81·1 per cent. respectively, in 1888; the Examiners, however, in their Reports (Appendix III.*) speak, generally, in favourable terms of the answering of the candidates in many of the subjects and grades.

In Greek (819 candidates) the answering in the Senior and Middle Grades was creditable; in the Junior Grade the number of failures in grammar and composition was abnormally large; it would appear that, whilst much care is spent on getting up the translations of the prescribed authors, composition and grammar are not sufficiently attended to.

In Latin (2,451 candidates) the answering in the Senior Grade was satisfactory; the scansion and prosody were better than last year, and there were some highly creditable compositions, including in a few cases really good exercises in verse. In the Middle Grade the marks awarded in composition were low, the average answering, however, was satisfactory. The answering in history was especially good.

In the Junior Grade the answering was up to the standard usually attained by junior boys; as regards, however, the unprescribed passages, the majority of the boys so misconstrued parts

* Copies of Extracts from the Reports of the Examiners were transmitted to all Managers of Schools in Ireland to whom Results Fees were paid in 1888.

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of them as to leave the impression on the Examiners that sufficient care is not given to the practice of "at sight" translation, and that pupils are not properly directed how to *think out* the meaning and construction of clauses. The Roman History seemed to have been in general closely taught and learned.

In English (6,499 candidates) the answering in the Senior Grade, both of boys and girls, was highly satisfactory throughout. The English compositions were, with few exceptions, excellent.

In the Middle Grade the compositions showed a fair command of language, and the answering all round was commendable. In the Junior Grade the compositions showed a respectable level of merit. The parsing, however, was again very poor. The text-books were, generally speaking, well prepared; but the study of the geography of Ireland was much neglected.

In French 4,939 candidates (over 75 per cent. of the total number of Examinees) presented themselves for Examination, being the largest number in any year since the establishment of the Board. In Senior and Middle Grades the Examiners report a general improvement, but the attention of the teachers is called to the absolute necessity of making their students more familiar with French Composition, as frequently the most elementary rules of accidence or syntax were not accurately applied.

In Junior Grade the answering all round appears to have been of average merit; the continuous passage for translation into French was, for the most part, indifferently done, but the rendering into French of colloquial sentences showed a distinct improvement on previous years.

In German (477 candidates) the answering was fairly satisfactory; greater attention should be shown to German handwriting.

In Italian (235 candidates) the general character of the papers was creditable and satisfactory, but the compositions of the Junior and Middle Grade boys were poor and faulty.

In Celtic (410 candidates) the Examiner reports that the answer books reflect great credit on the pupils and their teachers, considering the fact that they must have been insufficiently equipped with Irish-English and English-Irish dictionaries.

In Arithmetic (6,006 candidates) the answering of the boys was satisfactory in the Middle Grade, and in the Junior Grade gave many indications of good and careful teaching and serious study, though faults were observable; the Examiner of the girls' papers reports unfavourably on the answering in both grades.

In Book-keeping (1,856 candidates) the general answering was poor.

In Euclid (5,062 candidates) in the Senior Grade the answering of the boys was very satisfactory, that of the girls not so good; in the Middle Grade the answering of the boys was excellent, that of the girls not so satisfactory, but much better than the answering of the girls in the Senior Grade; in the Junior Grade the answering of the boys gave many indications of cramming, and a small number only attempted the deducibles, while many of the

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girls in this grade who were examined knew absolutely nothing of the subject.

In Algebra and Arithmetic—Senior Grade (331 candidates) and Algebra—Middle and Junior Grades (4.319 candidates), the Examiners report unfavourably except in the cases of the boys in the Senior Grade and the girls in the Junior Grade.

In the Senior Grade the answering in Elementary Mechanics (173 candidates—boys only) was good, and also the answering in Plane Trigonometry (259 candidates).

In Natural Philosophy (2,931 candidates) the answering of the boys in the Senior and Middle Grades was good, in the Junior Grade very unsatisfactory; the answering of the girls was bad except in the Middle Grade.

In Chemistry (1,433 candidates) the answering was on the whole satisfactory.

In Music (1,666 candidates) the answering of the boys in the Senior and Middle Grades was creditable, in the Junior Grade unsatisfactory; among the girls the general answering in the Junior Grade attained a high level, but the answering in the other grades was not so good.

In Drawing (3,686 candidates) the answering was fairly good except in the cases of Geometrical Drawing and Construction of Shadows in the Senior Grade, of Descriptive Geometry in the Junior Grade, and of the girls' answering in Perspective and Isometric Projection in the Middle Grade.

In Botany (182 candidates—girls only) the Examiners report favourably on the answering.

In Domestic Economy (1,587 candidates—girls only) the answering in the Senior Grade showed decided merit, and that in Middle Grade was, on the whole, satisfactory. In the Junior Grade the answering of the candidates differed greatly in merit, for, while a considerable proportion of the papers are accurately and intelligently worked, there are far too many instances of imperfect preparation. As might be expected from young students, book knowledge is far more general than practical acquaintance with the application of "domestic economy" to matters of daily occurrence in household affairs. The answers are too often given in the exact words of the little elementary manuals which were recommended for perusal.

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TABLE I.—Showing the number of Students who presented themselves for Examination in the years 1886, 1887, 1888, and 1889.

—	Junior Grade.				Middle Grade.				Senior Grade.				Total.			
	1886.	1887.	1888.	1889.	1886.	1887.	1888.	1889.	1886.	1887.	1888.	1889.	1886.	1887.	1888.	1889.
Boys—of the prescribed age, under Rule 6,	3,414	3,687	3,589	3,372	547	679	569	547	744	820	844	374	4,705	4,486	4,402	4,093
Do., Over-age,	103	81	125	161	26	33	17	34	6	16	7	10	135	127	143	145
Total,	3,517	3,768	3,714	3,573	573	612	586	581	750	286	851	254	4,840	4,613	4,551	4,238
Girls—of the prescribed age under Rule 6,	869	804	1,103	1,327	207	220	271	201	29	55	120	161	1,175	1,209	1,334	1,683
Do., Over-age,	16	2	12	17	10	10	8	12	.	1	2	4	24	13	24	33
Total,	885	975	1,115	1,344	217	230	280	216	29	56	119	165	1,199	1,218	1,357	1,096
Gross Total,	4,450	4,740	4,829	5,017	793	872	866	797	849	813	963	413	6,542	6,831	6,908	6,533

NOTE.—For statistics of years 1879 to 1885, see Report of the Board for 1886, Table I.

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TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1889.

DAY.	JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 17th June.	Greek—Girls, ...	10–1	Greek—Girls, ...	10–1	Greek—Girls, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	,, ...	3–6	,, ...	3–6	,, ...	3–6
Tuesday, 18th June.	French, ...	10–1	French, ...	10–1	French, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	Algebra, ...	3–6	Algebra, ...	3–6	Plane Trigonometry, . . .	3–6
Wednesday, 19th June.	English, ...	10–1	English, ...	10–1	English, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	,, ...	3–6	,, ...	3–6	,, ...	3–6
Thursday, 20th June.	No Examination.	—	No Examination.	—	No Examination.	—
Friday, 21st June.	Euclid, ...	10–1	Euclid, ...	10–1	Euclid, ...	10–1
	(*Interval.*)	1–3	(*Interval.*)	1–3	(*Interval.*)	1–3
	Arithmetic, ...	3–6	Arithmetic, ...	3–6	Algebra and Arithmetic, . .	3–6
Saturday, 22nd June.	Drawing, Geometrical and Perspective (*on same Exam. paper*)	10–11.30	Drawing, Perspective and Isometric Projection (*on same Exam. paper*)	10–11.30	Drawing, Geometrical and Construction of Shadows, . . .	10–11.30
	(*Interval.*)	11.30–12	(*Interval.*)	11.30–12	Object, ...	11.30–1.30
	Freehand, ...	12–1.30	Freehand, ...	12 1.30	(*Interval.*)	1.30–3
	(*Interval.*)	1.30–3	(*Interval.*)	1.30–3	Music, ...	3–6
	Music, ...	3–6	Music, ...	3–6		

[*continued.*

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TABLE II.—Showing the DAYS and HOURS at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1889—*con.*

DAY.	JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 24th June.	Natural Philosophy, ... (*Interval.*) Book-keeping, ...	10–1 1–3 3–5	Natural Philosophy, . . .	10–1	Natural Philosophy, . . . (*Interval.*) Elementary Mechanics,* .	10–1 1–3 3–6
Tuesday, 25th June.	Latin, ... (*Interval.*) ,, ...	10–1 1–3 3–6	Latin, ... (*Interval.*) ,, ...	10–1 1–3 3–6	Latin, ... (*Interval.*) ,, ...	10–1 1–3 3–6
Wednesday, 26th June.	Chemistry, ... (*Interval.*) German, ... Greek—Boys, ... (*Interval.*) ,, ...	10–1 1–3 3–6 10–1 1–3 3–6	Chemistry, ... (*Interval.*) German, ... Greek—Boys, ... (*Interval.*) ,, ...	10–1 1–3 3–6 10–1 1–3 3–6	Chemistry, ... (*Interval.*) German, ... Greek—Boys, ... (*Interval.*) ,, ...	10–1 1–3 3–6 10–1 1–3 3–5
Thursday, 27th June.	Domestic Economy,† . . . . (*Interval.*) Botany,†	10–1 1–3 3–5	Domestic Economy,† . . . . (*Interval.*) Botany,†	10–1 1–3 3–5	Domestic Economy,† . . . . (*Interval.*) Botany,†	10–1 1–3 3–5
Friday, 28th June.	Celtic, ... (*Interval.*) Italian, ...	10–1 1–3 3–6	Celtic, ... (*Interval.*) Italian, ...	10–1 1–3 3–6	Celtic, ... (*Interval.*) Italian, ...	10–1 1–3 3–6

* Boys only. † Girls only.

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TABLE III.—Showing the number of Students who passed the Examination.

—	Junior Grade.			Middle Grade.			Senior Grade.			Total.		
	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.
Boys—of the prescribed age, under Rule 6, . . .	3,972	2,092	54·0	547	433	79·1	274	213	77·7	4,693	2,738	58·3
Do., Over age, . . .	101	74	73·2	34	25	73·5	10	7	70·0	145	106	73·1
Total, . .	3,973	2,166	54·5	581	458	78·8	284	220	77·4	4,838	2,844	58·7
Girls—of the prescribed age, under Rule 6, . . .	1,227	797	64·9	304	252	82·8	131	106	80·9	1,662	1,155	69·4
Do., Over age, . . .	17	10	58·8	12	9	75·0	4	–	–	33	19	57·6
Total, . .	1,244	807	64·8	316	261	82·5	135	106	78·5	1,695	1,174	69·2
Gross Total, .	5,213	2,973	57·0	897	713	80·1	419	326	77·8	6,533	4,119	63·0

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TABLE IV.—Showing the number of Students to whom £30 Prizes and Exhibitions were awarded.

——	Senior Grade, £30.	Middle Grade, £20 a year, tenable for two years.	Junior Grade.		Total.
			£15 a year, tenable for three years.	£10 a year tenable for three years	
Boys, . . .	21	43	104	105	273
Girls, . . .	11	25	40	40	116
Gross Total, .	32	68	144	145	389

TABLE V.—Showing the number of Students to whom Prizes in Books were awarded.

——	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
BOYS:—				
Junior Grade, . . .	16	34	51	101
Middle „ . . .	31	9	43	83
Senior „ . . .	2	13	16	31
Total, . . .	49	56	110	215
GIRLS:—				
Junior Grade, . . .	10	20	23	53
Middle „ . . .	20	9	20	49
Senior „ . . .	4	5	11	20
Total, . . .	34	34	54	122
Gross Total, . .	83	90	164	337

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TABLE VI.—Showing the number of Students to whom £7 Money Prizes were awarded. (Rule 30A.)

—	£7 Prize for Classics.	£7 Prize for Mathematics.	£7 Prize for English together with a Modern Language.	Total.
BOYS:—				
Junior Grade, . . .	–	3	3	6
Middle ,, ...	–	2	–	2
Senior ,, ...	–	1	2	3
Total, ...	–	6	5	11
GIRLS:—				
Junior Grade, . . .	–	–	3	3
Middle ,, ...	–	–	2	2
Senior ,, ...	–	–	1	1
Total, ...	–	–	6	6
Gross Total, . .	–	6	11	17

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 30B.)

—	French.	English.	Latin.	German.	Italian	Celtic.	Greek.	Total.
BOYS:—								
Junior Grade, £2, . .	3	3	3	2	3	3	3	20
Middle ,, £3, . .	3	3	2	–	–	3	3	14
Senior ,, £4, . .	3	4	1	–	1	3	3	15
Total, . . .	9	10	6	2	4	9	9	49
GIRLS:—								
Junior Grade, £2, . .	3	3	2	1	–	–	–	9
Middle ,, £3, . .	3	3	–	–	3	–	–	9
Senior ,, £4, . .	3	3	–	–	–	–	–	6
Total, . . .	9	9	2	1	3	–	–	24
Gross Total, . .	18	19	8	3	7	9	9	78

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined, also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

BOYS.

Junior Grade (Of the Prescribed Age),	Subjects.														
	Greek.	Latin.	English	French.	German.	Italian.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Music.
Passed with Honors,	40	459	966	1,274	39	24	150	1,194	132	771	800	228	274	230	60
,, without Honors,	84	485	1,901	960	35	39	65	1,266	475	1,314	884	612	448	1,433	138
Failed,	312	699	967	721	20	10	133	1,365	995	1,459	1,379	1,365	403	981	421
Total Examined,	436	1,643	3,834	2,955	94	74	348	3,827	1,602	3,544	3,063	2,205	1,125	2,644	619
Proportion per cent. who passed with Honors,	9·2	27·9	25·1	47·9	41·5	45·9	45·1	31·2	8·2	21·2	26·1	10·3	24·4	8·7	9·7
Ditto, without Honors,	19·3	29·5	49·3	24·9	37·2	40·5	18·7	33·1	29·7	37·9	28·9	27·7	39·9	54·2	22·9
(Over Age).															
Passed with Honors,	2	24	57	43	1	3	.	42	9	38	26	10	10	3	2
,, without Honors,	.	26	56	19	3	.	.	26	18	32	34	32	19	26	9
Failed,	17	32	9	35	.	.	.	29	28	26	31	37	9	21	2
Total Examined,	19	82	101	84	4	3	.	97	55	96	91	79	38	50	7
Proportion per cent. who passed with Honors,	10·5	29·3	56·6	44·7	25	100·	.	43·3	16·4	39·9	28·6	12·7	26·3	5·7	28·6
Ditto, without Honors,	.	31·7	55·4	20·2	75·	.	.	26·8	32·7	33·3	37·4	40·5	50·	54·7	42·9

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined, also the proportion *per cent* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Middle Grade (Of the Prescribed Age.)	Subjects.													
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Music.
Passed with Honors,	83	102	203	331	11	16	29	213	332	84	156	65	28	7
" without Honors,	49	180	264	70	19	8	3	215	188	137	121	70	105	18
Failed,	61	67	58	56	10	3	2	118	48	295	118	45	145	12
Total Examined,	193	379	525	457	40	27	34	546	568	516	394	180	278	37
Proportion per cent. who passed with Honors,	43·	42·7	37·2	72·4	27·5	59·3	85·2	39·5	61·7	16·3	40·1	36·1	10·1	18·9
Ditto, without Honors,	25·4	39·6	52·1	15·3	47·5	29·6	8·8	39·5	29·4	26·5	30·7	38·9	37·8	48·6
(Over Age).														
Passed with Honors,	5	8	9	22	1	.	2	13	20	.	8	1	2	.
" without Honors,	4	13	19	2	.	3	.	13	9	7	4	4	3	1
Failed,	6	8	6	5	1	.	.	7	3	25	5	4	7	
Total Examined,	15	29	34	29	2	3	2	33	32	33	17	9	12	1
Proportion per cent. who passed with Honors,	33·3	27·5	26·5	75·9	50·	.	100·	39·4	62·5	.	47·1	11·1	16·7	.
Ditto, without Honors,	26·7	44·8	55·8	6·9	.	100·	.	39·4	28·1	21·2	29·5	44·4	25·0	100·

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Senior Grade (Of the Prescribed Age).	Greek.	Latin.	English.	French.	German.	Italian	Celtic.	Euclid.	Algebra & Arith metic.	Plane Trigono metry.	Elemen tary Me chanics.	Natural Philo sophy.	Chemi stry.	Drawing.	Music.
	Scholars.														
Passed with Honors,	81	106	147	177	18	27	18	110	81	60	60	18	13	3	3
,, without Honors,	48	63	100	81	18	5	5	105	87	75	70	62	22	18	3
Failed,	30	36	18	29	3	2	6	35	112	65	63	72	14	28	8
Total Examined,	140	207	265	237	81	32	29	250	280	226	169	152	54	49	14
Proportion per cent. who passed with Honors,	48·6	52·2	55·5	74·7	32·3	84·4	57·7	43·3	29·4	29·5	21·3	11·8	38·5	18·8	21·4
Ditto, without Honors,	35·	30·4	37·7	18·1	59·1	8·4	16·2	41·	34·8	33·9	41·4	40·8	40·7	36·7	57·1
(Over Age).															
Passed with Honors,	1	2	3	8	2	3	.	1	.	.	.	1	.	.	.
,, without Honors,	1	3	8	2	1	.	.	5	2	3	1	.	1	.	.
Failed,	8	3	2	.	.	1	.	1	3	3	3	1	.	1	.
Total Examined,	10	10	10	3	3	4	.	7	7	6	4	2	1	1	.
Proportion per cent. who passed with Honors,	10·	20·	30·	75·	66·6	75·	.	14·3	.	.	.	50·	.	.	.
Ditto, without Honors,	10·	50·	50·	25·	33·3	.	.	71·4	28·3	50·	25·	.	100·	.	.

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

BOYS.

Total in all Grades (Of the Prescribed Age).	Subjects.																
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.†	Book-keeping.‡	Euclid.	Algebra.	Algebra & Arithmetic.*	Plane Trigonometry.*	Elementary Mechanics.*	Natural Philosophy.	Chemistry.	Drawing.	Music.
Passed with Honors, . . .	184	729	1,316	1,702	60	77	194	1,497	132	1,219	864	51	56	56	404	357	286	70
" without Honors, . .	182	693	2,285	741	72	41	73	1,461	476	1,647	1,021	67	75	70	795	540	1,556	164
Failed, . . .	403	802	1,053	906	63	15	141	1,478	995	1,572	1,674	112	36	63	1,552	462	1,149	436
Total Examined, . . .	769	2,229	4,654	3,349	165	133	408	4,366	1,603	4,438	3,559	230	328	169	2,761	1,359	2,971	670
Proportion per cent. who passed with Honors, .	23·9	32·7	28·2	50·2	36·4	57·9	47·5	32·2	8·2	27·6	24·7	20·4	29·8	31·0	14·7	26·3	8·6	10·4
Ditto, without Honors, .	23·7	31·3	49·9	32·7	43·8	30·8	17·9	33·9	29·7	37·1	28·5	34·6	32·8	41·4	28·9	39·7	53·4	24·6
(Over Age).																		
Passed with Honors, . .	8	34	46	70	4	6	2	55	8	59	26	.	.	.	19	11	5	2
" without Honors, . .	5	41	80	23	4	3	.	39	16	46	41	2	3	1	36	24	32	4
Failed, . . .	31	43	16	30	2	1	.	36	28	39	56	6	3	3	43	13	23	2
Total Examined, . . .	44	121	145	121	8	10	2	130	52	135	123	7	6	4	98	48	60	8
Proportion per cent. who passed with Honors, .	18·2	28·1	31·0	63·4	44·4	60·	100·	42·3	16·4	43·7	21·1	.	.	.	19·4	22·9	7·6	25
Ditto, without Honors, .	11·4	33·4	55·2	17·6	44·4	30·	.	30	32·7	34·1	33·3	28·6	50	25·	36·7	50·	48·5	50·

* Senior Grade only. † Junior and Middle Grades. ‡ Junior Grade only.

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

GIRLS.

Junior Grade (Of the Prescribed Age).	Subjects.																
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.
Passed with Honors,	.	43	343	530	52	19	.	206	5	45	91	4	3	25	21	182	231
,, without Honors,	1	34	803	189	76	26	.	480	72	70	169	10	4	50	170	236	552
Failed,	.	29	281	313	57	5	.	494	116	104	213	35	14	61	309	339	309
Total Examined,	1	106	1,227	1,031	187	52	.	1,200	195	309	473	49	21	136	491	707	1,142
Proportion per cent who passed with Honors,	.	40·6	27·9	51·4	31·1	36·5	.	18·3	2·6	14·6	19·2	8·2	14·3	18·4	4·3	16·7	24·6
Ditto, without Honors,	100·	32·	49·1	18·2	40·7	53·8	.	40·	36·9	22·6	35·7	20·4	19·	36·8	34·6	33·4	48·3
(Over Age).																	
Passed with Honors,	.	1	6	6	2	.	.	5	2	1	2	.	.	1	.	2	6
,, without Honors,	.	.	5	4	.	.	.	2	2	1	2	.	.	1	3	4	7
Failed,	.	1	5	0	1	.	.	8	.	2	3	.	1	1	6	4	4
Total Examined,	.	2	16	16	3	.	.	15	4	4	7	.	1	3	9	10	17
Proportion per cent. who passed with Honors,	.	50·	37·5	37·5	66·6	.	.	33·3	50·	25·	28·6	.	.	33·3	.	20	35·3
Ditto, without Honors,	.	.	31·2	25·0	.	.	.	13·3	50	25·	28·6	.	.	33·3	33·3	40·	41·2

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Middle Grade (Of the Prescribed Age).	Subjects.														
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arithmetic.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.
Passed with Honors,	1	17	142	208	29	14	.	43	47	16	6	2	11	20	53	109
,, without Honors,	1	27	149	45	26	8	.	92	36	45	4	1	12	32	70	152
Failed,	.	10	18	21	20	.	.	149	31	74	6	.	11	61	60	31
Total Examined,	2	54	309	275	75	22	.	284	114	135	16	3	34	113	183	292
Proportion per cent. who passed with Honors,	50	31·5	47·3	76·	33·6	63·6	.	15·1	41·2	11·6	44·4	66·6	32·3	17·7	29·5	37·3
Ditto, without Honors,	50	50·	48·6	16·4	34·6	36·4	.	32·4	31·6	33·3	22·2	33·3	35·3	28·3	38·2	52
(Over Age).																
Passed with Honors,	.	1	1	7	.	.	.	.	.	.	.	.	.	2	.	5
,, without Honors,	1	.	10	1	.	.	.	1	.	.	1	.	.	1	1	5
Failed,	.	.	1	2	.	.	.	10	1	2	.	.	1	4	4	1
Total Examined,	1	1	12	10	.	.	.	11	1	2	1	.	1	7	5	11
Proportion per cent. who passed with Honors,	.	100	8·3	70·	.	.	.	.	.	.	.	.	.	28·6	.	45·4
Ditto, without Honors,	50	.	83·3	10·	.	.	.	9·1	.	.	100·	.	.	14·3	20	45·4

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Senior Grade (Or the Prescribed Age).	Subjects.															
	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Algebra & Arithmetic.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.
Passed with Honors,	1	7	96	91	29	14	.	3	11	6	.	1	2	6	7	35
,, without Honors,	.	17	43	29	27	2	.	25	31	0	4	1	1	10	57	70
Failed,	.	4	2	22	11	2	.	44	10	10	10	.	.	10	38	2
Total Examined,	1	28	137	123	35	18	.	72	31	25	14	2	1	28	82	121
Proportion per cent. who passed with Honors,	100·	25·	65·0	66·3	34·5	77·8	.	41·7	12·	24·	.	50·	25·	20·6	6·5	29·8
Ditto, without Honors,	.	60·7	32·2	12·3	46·5	11·1	.	34·7	50·3	36·	28·7	50·	75·	35·7	45·1	62·3
(Over Age).																
Passed with Honors,	.	.	1	1	.	.	.	.	.	.	.	.	.	1	.	.
,, without Honors,	.	.	2	.	.	.	.	.	.	.	.	.	.	.	.	2
Failed,	.	.	1	3	.	.	.	2	.	.	.	.	.	.	1	2
Total Examined,	.	.	4	4	.	.	.	2	.	.	.	.	.	1	1	4
Proportion per cent. who passed with Honors,	.	.	25·	25·	.	.	.	.	.	.	.	.	.	100·	.	.
Ditto, without Honors,	.	.	50·	.	.	.	.	.	.	.	.	.	.	.	50·	.

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TABLE VIII.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined, also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors—*continued.*

GIRLS.

Total in all Grades (Of the Prescribed Age).	Subjects.																	
	Greek	Latin.	English	French.	German.	Italian.	Celtic.	†Arithmetic.	†Book-keeping	Euclid.	†Algebra.	*Algebra & Arithmetic	*Plane Trigonometry	Natural Philosophy	Chemistry	Botany	Drawing.	Music	Domestic Economy
Passed with Honors,	2	67	571	820	101	47	.	269	5	103	137	3	6	12	6	38	43	192	426
" without Honors,	2	76	786	283	131	36	.	272	72	137	214	25	4	13	8	93	212	545	790
Failed,	.	45	361	356	68	7	.	643	118	214	287	44	10	51	14	72	371	457	349
Total Examined,	4	188	1,518	1,459	300	92	.	1,484	195	454	638	72	25	81	26	179	632	972	1,565
Proportion per cent. who passed with Honors,	50·	35·6	34·4	57·4	33·6	51·1	.	18·1	2·6	21·3	17·6	4·2	24·	14·8	23·1	21·3	7·7	19·7	27·4
Ditto, without Honors,	50·	41·5	47·4	17·7	43·6	41·8	.	38·5	36·9	28·3	35·2	34·7	38·	22·2	23·1	53·2	35·5	35·3	50·2
(Over Age)																			
Passed with Honors,	.	2	8	14	2	.	.	5	2	1	2	.	.	.	.	1	3	2	11
" without Honors,	1	.	17	5	.	.	.	3	1	2	3	.	.	1	.	1	4	5	14
Failed,	.	1	7	11	1	.	.	18	.	3	5	2	.	.	.	2	10	9	7
Total Examined,	1	3	32	30	3	.	.	26	4	5	9	2	.	1	.	4	17	16	32
Proportion per cent who passed with Honors,	.	66·6	25	46·3	66·6	.	.	19·2	50·	20	22·2	.	.		.	25·	17·6	12·5	34·4
Ditto, without Honors,	100·	.	53·1	16·6	.	.	.	11·5	50·	20·	22·2	.	.	100·	.	25·	23·5	31·2	43·7

* Senior Grade only. † Junior and Middle Grades. ‡ Junior Grade only.

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TABLE IX.—ACCOUNTS of the BOARD for

(A) CAPITAL

	Securities. £ s. d.	*Cash.* £ s. d.
Balance on 1st January, 1889,	1,012,861 4 9	—
Surplus Income,	—	—
Securities Purchased,	—	—
Cash proceeds of Securities Sold,	—	8,005 0 9
£	1,012,881 4 9	3,005 0 9

(B) INCOME

RECEIPTS.	£ s. d.	£ s. d.
In respect of the year 1888:—		
Cash Balance as per Report of 1888, £5 7 4		
Results Fees for 1882 to be refunded, 1 19 8		
	7 6 7	
Income Tax refunded,	846 7 1	
Results Fees refunded, 1888,	1 6 0	
Refunded by Centre Superintendent, per Auditor's Query,	0 6 0	
Drafts written back, viz.:—		
Exhibitions, £17 10 0		
Money Prizes, 2 0 0		
	19 10 0	
		874 15 8
[Cr. Balance, 1888, £718 7 8].		
In respect of the year 1889:—		
Interest on Securities,	32,911 0 2	
„ Cash on deposit,	30 18 1	
Examination Fees,	928 5 8	
Do. (late) Fees,	3 7 6	
Sale of Waste Paper,	7 0 9	
Proceeds Sale of Stock from Capital Account,	3,005 0 9	
Sale of Publications,	41 15 10	
		38,927 8 9
* [Cr. Balance, 1889, £327 17*s.* 8*d.*]		
£		37,802 4 5

* The net liability against this Balance is estimated at £120.

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the year ended 31st December, 1889.

ACCOUNT.

	Securities. £ s. d.	*Cash.* £ s. d.
Cash invested in Government Securities,	—	—
Securities sold,	3,100 0 0	3,005 0 9
Balance on 31st December, 1889,	1,009,761 4 9	—
£	1,012,861 4 9	3,005 0 9

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
In respect of the year 1888:—		
Administration Incidentals,	25 19 9	
Cost of Audit, 1888,	100 0 0	
Stationery,	19 11 0	
Examinations—Printing and Stationery,	10 17 8	
		156 8 0
In respect of the year 1889:—		
Administration—		
Permanent Salaries,	2,686 18 4	
Writers,	406 6 1	
Rent,	64 12 4	
Printing and Stationery,	31 3 1	
Incidentals,	173 17 6	
		3,362 17 4
Examinations—		
Examiners,	4,265 0 0	
Do., Locomotive Expenses,	41 3 4	
Centre Superintendents,	2,412 0 0	
Do., Locomotive Expenses,	324 11 0	
Hire of Rooms,	210 17 4	
Printing and Stationery,	1,271 3 2	
Petty Expenses,†	701 7 9	
		9,226 2 7
Rewards—		
Money Prizes, and moiety of Exhibitions, 1889,	7,242 10 0	
Retained Exhibitions of 1885, 1886, 1887, and 1888,	5,120 0 0	
Results Fees,	10,093 13 9	
Medals and Minor Prizes,	741 15 0	
		23,197 18 9
Miscellaneous—		
Income Tax to be refunded,	—	312 10 0
Interest on Bank overdraft,	—	0 2 5
Balance—		
Cash,	1,044 6 1	
Results Fees, overpaid in 1882 to be refunded by Teachers,	1 19 8	
		1,046 5 4
£		37,802 4 5

† Under this are included Advertisements, Postage, Carriage of Parcels, and sundry petty expenses.

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Table XII.—THE "BURKE MEMORIAL FUND."

Account for the Year ended 31st December, 1889.

CAPITAL ACCOUNT.

Government 2½ per cent. Consols,	£1,222 18s. 11d.	Balance on Dec. 31, 1889, . . .	£1,222 18s. 11d.

Income Account.

	£	s.	d.		£	s.	d.
Balance on 1st January, 1889, ...	11	5	9	Prizes (*vide* page vi.), ...	36	0	0
7 Jan., Quarter's Dividend on 2¾ per cent. Consols,	9	3	5	Printing and Stationery, ...	6	2	0
8 April, " " " " "	9	3	5	Balance on Dec. 31, 1889, ...	4	6	11
6 July, " " " " "	8	8	2				
7 Oct., " " " " "	8	8	2				
	£46	8	11		£46	8	11

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Given under our Common Seal
this 28th day of March, 1890.

L.S.

Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY,
JOHN C. MALET,
} *Assistant Commissioners.*

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NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.
Right Hon. C. PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland, Vice-Chairman.
Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity College, Dublin.
The Right Hon. the O'CONOR DON, D.L.
Sir JAMES P. CORRY, Bart., M.P.
Rev. JACKSON SMYTH, D.D.
Most Rev. JOHN EGAN, D.D., LL.D., Bishop of Waterford and Lismore.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, LL.D.
JOHN C. MALET, M.A., F.R.S.

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Appendix I.

List of Persons of whom a sufficient number will be selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1889 (Rule 4).

Greek and Latin.

Armour, Rev. Jas. B., M.A. (R.U.I.)
Barrett, Rev. R.
Beare, John I., M.A., F.T.C.D.
Bury, John B., M.A. (Dub.); F.T.C.D.
Butler, Rev. M. J., B.A., D.D.
Conan, Arthur, M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Crowe, Rev. Jeremiah, St. Patrick's College, Thurles.
Dickie, John, B.A. (Dub.), 1st Sen. Mod., T.C.D.
Dougan, T. W. (Cantab.), M.A., Ex-Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.
Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod., T.C.D., Univereity Student.
Doyle, Charles, F., M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Doyle, Robert, B.A. (Dub.), Moderator, T.C.D.
Forshall, E. V., M.A.
Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.
Keene, Charlee, M.A. (Dub.), Sen. Mod., T.C.D.
Kelly, Rev. J. J.
King, Robert M., B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
Maguire, Rev. E., Professor of Classics, St. Patrick'e College, Maynooth.
Maguire, Thomas, LL.D. (Dub.), F.T.C.D.
Montgomrey, Malcolm, M.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
Newsome, Clarence M. A. (R.U.I.), Sen. Mod., T.C.D.
O'Farrell, Edward, B.A. (Dub.), Mod., T.C.D.
O'Neill, Rev. James.
Ornsby, Robert, M.A. (Oxon.), F.R.U.I., Ex-Fellow, Trin. Coll., Oxford, Professor, University College, Dublin.
Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, University of Dublin.
Patton, Rev. Samuel, M.A.
Quinn, M. T., M.A.; First in Classice, B.A. (Lond.)
Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.
Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork; Ex-Fellow, Gonville and Caiue College, Cambridge.
Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.
Roberts, Theodore M., M.A. (Dnb.), Sen. Mod., T.C.D.
Sandford, Philip George, M.A. (Dub.), Sen. Mod., T.C.D.
Starkie, W. J. M., B.A. (Cantab.), First Class, Classical Tripos., 1st Sen. Mod., T.C.D.
Stewart, James, M.A. (Cantab.), F.R.U.I., Prof. University Coll., Dublin.
Thompson, D'Arcy W., M.A. (Cantab.), F.R.U.I., Profeseor of Greek, Queen's College, Galway.
Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Professor of Greek, Univ. of Dublin.
Wilkins, Aug. S., M.A. (Lond. and Cantab.), Professor of Latin and Comparative Philology, Owens' College, Manchester.

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English.

Armstrong, George F., M.A. (Dub.); F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.
Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.
Bastable, C. F., B.A. (Dub.), Professor of Political Economy, Univ. of Dublin.
Boyd, Andrew, M.A. (R.U.I.)
Brown, Samuel Lombard, B.A. (R.U.I.)
Carmichael, Rev. Frederick F., LL.D. (Dub.)
Cherry, Richard R., M.A. (Dub.), Sen. Mod., T.C.D.
Clancy, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.
Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
Cooke, John, B.A. (Dub.)
Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.
Dixon, G. Y., M.A., T.C.D.
Donnellan, Rev. James, St. Patrick's College, Maynooth.
Donovan, R., B.A. (R.U.I.)
Dougherty, Rev. J. B., M.A. (R.U.I.), Professor of Logic, Magee College, Londonderry.
Evans, Rev. Henry, D.D.
Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.
Fogarty, Rev. M., The College (Ecclesiastical), Carlow.
Gilliland, W. L., B.A., LL.B. (Dub.), Senior Mod., T.C.D.
Gilmartin, Rev. T., St. Patrick's College, Maynooth.
Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
Harrison, Thomas, B.A., LL.B. (R.U.I.)
Herdman, John O., M.A., Sen. Mod., T.C.D.
Hogan, Rev. J. F., St. Patrick'e College, Maynooth.
Keane, A. H., B.A.
Kehoe, Daniel, B.A. (Dub.), Senior Mod., T.C.D.
Lennox, P. J., B.A. (R.U.I.)
Lyster, Thomas W., B.A. (Dub.), 1st Senior Mod., T.C.D., Assistant Librarian, National Library of Ireland.
M'Bride, Rev. J. B., B.A. (R.U.I.)
M'Donald, Rev. Walter, St. Patrick'e College, Maynooth.
Meiklejohn, J. M. D., Professor of Education, University St. Andrews, N.B.
Nicolls, Archibald J., LL.B. (Dub.)
O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.
O'Loan, Rev. Daniel, St. Patrick'e College, Maynooth.
Osborne, R. E., M.A.
Owens, Rev. R., St. Patrick's College, Maynooth.
Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
Rea, Rev. George T., M.A.
Rolleston, T. W., B.A., T.C.D.
Rowley, Thomas, M.A., Professor University College, Bristol.
Scratton, Thomae, B.A. (Oxon.)
Smyth, Rev. J. Patterson, B.A., LL.B. (Dub.), Sen. Mod., T.C.D.

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Taylor, John F.
Whitty, R. C. J., B.A. (Dub.)
Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.
Yonge, Charles D., M.A. (Oxon.), F.R.U.I., Professor of History and English Literature, Queen's College, Belfast.

FRENCH.

Amours, F. J., B. es L. French Master, Glasgow Academy.
Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., South Wales, Cardiff.
Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.
Boielle, James, B.A. (Paris).
Bué, Henri, B. es L. (Univ. Gall.)
Cogery, A., B.A., L.L. (Paris), Examiner in French, Trinity College, London.
D'Auquier, Rev. E. C., M.A. (Cantab.), Head Master, South Eastern College, Ramsgate.
D'Auquier, T. C.
Dardelle, Alexis, University School, London.
Esclangon, A., Assistant Examiner in the University of London.
Ludwig, A., B.A. (Univ. Gallic).
M'Weeney, Edmond J., M.A., M.B. (R.U.I.)
Massé, J. E. P.
Miget, N., B. es L.
Oger, V., French Lecturer, Univ. Coll., Livorpool.
Polin, Rev. G., B. es L., F.R.U.I.
Vignon, G., B. es SC., Master of French and German Literature, The Academy, Edinburgh.

GERMAN.

Buchheim, C. A., PH.D., Prof. of German in King's College, London.
Fischer, E. L.
Hager, Herman, PH.D.
Lange, Franz, PH.D., Professor of German, Royal Military Academy, Woolwich.
Meissner, A. L., PH.D., Prof. Modern Languages, Queen's Coll., Belfast.
Oswald, E., M.A., PH.D. (Goettingen.), Instructor in German to the Royal Naval College, Greenwich.
Schlomka, C., M.A., PH.D.
Selss, Albert M., M.A. (Dub.), Sen. Mod. T.C.D., PH.D., Professor of German, University of Dublin.
Steinberger, Valentine, M.A., R.U.I., Professor of Modern Languages, Queen's College, Galway.

ITALIAN.

Farinolli, A., Professor of Italian, University College, London.
Morosini, Francesco.
O'Keeffe, Rev. Barth. A., D.D.
Ricci, Luigi, Prof. City of London College.

CELTIC.

Flannery, T., London.
Hogan, Rev. Edmund, S.J.
Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.
McCarthy, Rev. B., D.D.

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Molloy, John, B. es L.
Murphy, Rev. James E. H., B.A. (Dub.), Ex-siz., Bedell Sch. T.C.D.
O'Duffy, Richard J., Hon. Sec., Society for the Preservation of the Irish Language.

MATHEMATICS.

Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E.
Ball, Sir Robert S., Knt., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland.
Bergin, William, B.A. (Dub.), Sen. Mod., T.C.D.
Bernard, J. H., M.A. (Dub.), F.T.C.D.
Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.
Casey, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor, University College, Dublin.
Coates, W. M., M.A. (Dub.), B.A. (Cantab.), Sen. Mod., T.C.D., Fellow of Queen's College, Cambridge.
Dawson, H. G., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Dowling, P. A. E.
England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.
Graham, Christopher, M.A. (Dub.), B.A. (Cantab.), 1st Sen. Mod., T.C.D., Ex-Fellow, Gonville and Caius College, Cambridge.
Griffin, Gerald.
Griffin, Robert W., LL.D. (Dub.)
Hughes, Rev. William, B.D. (Dub.)
Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.
Judge, Rev. Thomas E., St. Patrick's College, Maynooth.
Larmor, Joseph, M.A. (R.U.I.), B.A. (Cantab.), Senior Wrangler, Fellow of St. John's College, Cambridge.
Lawlor, Rev. H. J., B.D. (Dub.), Sen. Mod., T.C.D., Univ. Student.
Leebody, John R., D.SC. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
Lyle, Thomas R., M.A. (Dub.), First Sen. Mod., T.C.D., Univ. Student.
McGrath, Jos., B.A. (Lond.), Professor of Mathematics and Physics, Catholic Training College, Drumcondra.
Minchin, George M., M.A. (Dub.), Professor of Applied Mathematics, Royal Indian Engineering College, Cooper's Hill.
Moran, Rev. Francis, A.M. (Dub.)
O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.
Orr, William M'F., M.A. (R.U.I.), Sen. Wrangler, Cambridge.
O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.
Panton, Arthur W., M.A. (Dub.), F.T.C.D.
Rambaut, Arthur A., B.A. (Dub.), Sen. Mod., T.C.D., Assistant Astronomer, Dunsink Observatory.
Rea, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kildare-place.
Roberts, William R., M.A. (Dub.), F.T.C.D.
Russell, R., M.A. (Dub.), F.T.C.D.
Shaw, George F., LL.D. (Dub.), F.T.C.D.
Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
Taylor, Rev. John P., M.A., T.C.D., Senior Fellow, Clare College, Cambridge.
Tucker, Robert, M.A. (Cantab.), Head Mathematical Master of University College School; Hon. Sec. of the London Mathematical Society.

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Arithmetic and Book-keeping.

Bond, H. S., Royal Bank of Ireland.
Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
Dowling, E. H. Hughes, Math. Tutor, University College, Stephen's grsen, Dublin.
Ellis, Wm. E., LL.B. (Dub.)
Fitzpatrick, S., Prof. of Math., Catholic Training Coll., Drumcondra.
Inwood, Thos. W., B.A., Professor of Mathematics, St. George's College, Downside, Bath.
Irwin, Rev. Charles K., D.D. (Dub.)
Kelleher, Rev. John, C.C.
Macbeth, Rev. John, LL.D. (Dub.)
O'Brien, Edward T., Accountant, Mining Company of Ireland.
Oram, John E., M.E. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., Univ. of Windsor, N.S.
Spencer, Edward, M.A. (Dub.)
Sutcliffe, Rev. Thomas, B.A. (Dub.)
Tristram, Rev. John W., M.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.
Whitton, Frederick A., Accountant, Representative Church Body.

Natural Philosophy.

Barrstt, W. F., F.R.S.E., Professor of Physics, R.C.Sc.I.
Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.
Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.
Fitzgerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.
Larmor, Alexander, M.A. (R.U.I.), B.A. (Cantab.), Fellow of Clare College, Cambridge.
Lyster, Arthur E., B.A. (Dub.), Sen. Mod., T.C.D.
Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.
Murphy, N. D., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Preston, Thomas, B.A. (Dub.), Sen. Mod., T.C.D.
Roberts, James, B.A. (Dub.), Sen. Mod., T.C.D.
Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.
Stewart, John Huston, B.A. (R.U.I.), B.Sc. (London); Professor of Experimental Physics, University College, Dublin.

Chemistry.

Bell, Chichester, M.B. (Dub.), Sen. Mod., T.C.D.
Campbell, John, M.B. (Dub.), F.R.U.I., Professor, University Coll., Dub.
Davy, Edmund W., M.A., M.D. (Dub.)
Dixon, Augustus E., M.D., F.C.S., Assist. Lect. Chemistry, Univ. of Dub.
Falkiner, Ninian M., M.B., M.Ch. (Dub.), F.C.S.I.
Lapper, Edwin, L.K.Q.C.P.I., Lecturer in Chemistry, Ledwich School of Medicine.
Pratt, J. Dallas, M.A., M.D.
Letts, Edmund A., PH.D., F.C.S., Prof. of Chomistry, Queen's Coll., Belfast.
Maccallan, John, Laboratory, Royal College of Surgeons, Ireland.
M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.
Moss, Richard J., F.C.S., F.I.C., Rogistrar and Chemical Analyst, Royal Dublin Society.
Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.
Rowney, Thomas H., D.Sc. (R.U.I.), PH.D., Professor of Chemistry, Queen's College, Galway.

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Botany.

Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Natural History, Queen's College, Galway.
Boulger, G. S., F.L.S., F.G.S.
Hamilton, Rev. Thomas, M.A. (R.U.I.)
Hartog, Marcus M., M.A., D.SC., F.L.S., F.R.U.I., Prof. Nat. Hist., Queen's College, Cork.
Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.
Pim, Greenwood, M.A. (Dub.), Sen. Mod., T.C.D.
Sigerson, George, M.D., M.CH. (R.U.I.)
Wilson, Andrew, PH.D., F.R.S.E., F.L.S.
Wright, Ed. Perceval, M.D. (Dub.), Prof. of Botany, Univ. of Dublin.

Drawing.

Atkinson, George M., Exam., Science and Art Dept., South Kensington.
Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.
Carroll, John, Art Master, Hammersmith Training College.
Craister, Walter, Head Master, Government School of Art, Stevenson Memorial Hall, Chesterfield.
Harris, Robert, Art Master, St. Paul's School, London.
Jackson, Joshua, Art Master, Manchester Grammar School.
Langman, A. W. F., Head Master, Southampton School of Art.
Lindsay, Thomas M., Drawing Master, Rugby School.
O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
Prendergast, P. J., C.E.
Townsend, Edward, M.A. (Dub.), D.SC. (R.U.I.), Professor of Engineering, Queen's College, Galway.
Vinter, J. A., London.

Theory of Music

Allison, H., MUS.D. (Dub.)
Garrett, George, MUS.D., M.A. (Cantab.)
Gater, William H., B.A., MUS.D. (Dub.)
Gick, Thomas, MUS.D. (Dub.)
Goodwin, W. G.
Hanratty, J. H.
Hoffmann, F.
Houghton, Edward.
Joze, T. R. G., MUS.D. (Dub.)
Kerbusch, L., MUS.D. (Dub.)
Malone, Robert, MUS.D. (Dub.)
Marks, J. Chr., MUS.D. (Oxon.)
Marks, T. Osborne, MUS.D.
Rogers, Brendan J.
Smith, Joseph, MUS.D. (Dub.)
Taylor, Charlotte M., MUS.B. (R.U.I.)

Domestic Economy.

Barlow, Jane.
Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.
Capes, Florence M.
Gallaher, Fannie M.
Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.
Moore, Louisa

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Appendix II.

LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO CONDUCT THE EXAMINATIONS IN 1889.

Greek and Latin.

Bury, John B., M.A. (Dub.); F.T.C.D.
Doyle, Charles F., M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.
Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork; Ex-Fellow, Gonville and Caius Coll., Cambridge.
Ryan, Rev. Innocent, St. Patrick's College, Thurles.
Tyrrell, R. Y., M.A. (Dub.), F.T.C.D., Professor of Greek, Univ. of Dublin.

English.

Claney, Rev. John J., Professor of English Literature, St. Patrick's College, Maynooth.
Dixon, George Y., M.A. (Dub.)
Evans, Rev. Henry, D.D.
FitzGibbon, Henry M., M.A. (Dub.)
Graham, William, M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
Harrison, Thomas, B.A., LL.B. (R.U.I.)
Hogan, Rev. J. F., St. Patrick's College, Maynooth.
M'Donald, Rev. Walter, St. Patrick's College, Maynooth.
Nicolls, A. J., LL.B. (Dub.)
O'Leary, Rev. P., St. Patrick's College, Maynooth.
Smith, Rev. J. Paterson, B.A. LL.B. (Dub.), Sen. Mod., T.C.D.
Taylor, John F.

French.

Barbier, Paul E. E., Lecturer, French Language and Literature, University College, South Wales.
Cogery, A., B.A., L.L. (Paris).
d'Auquier, T. C.
M'Weeny, Edmond J., M.A., M.B.
Steinberger, Valentine, M.A., R.U.I., Professor of Modern Languages, Queen's College, Galway.

German.

Fischer, E. L.

Italian.

O'Keeffe, Rev. Barth. A., D.D.

Celtic.

Hogan, Rev. Edmund, S.J.

Mathematics.

Bergin, William, B.A. (Dub.), Sen. Mod.. T.C.D.
England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.

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Griffin, Gerald.
Griffin, Robert W., LL.D. (Dub.)
Hughes, Rev. William, B.D. (Dub.)
Judge, Rev. Thomas E., St. Patrick's College, Maynooth.
Leebody, John R., D.SC. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
Moran, Rev. Francis, M.A.
Rea, James C., B.A. (R.U.I.), Professor in the Church of Ireland Training College, Kildare-place.

Arithmetic and Book-keeping.

Dowling, E. H. Hughes, Math. Tutor, University College, Stephen's-green, Dublin.
Fitzpatrick, S., Prof. of Mathematics, Catholic Training College, Drumcondra.
Spencer, Edward, M.A. (Dub.)
Tristram, Rev. John W., M.A. (Dub.), Diocesan Inspector and Secretary, Diocesan Board of Education.

Natural Philosophy.

Coffey, George, B.E. (Dnb.)
Doherty, J. J., LL.D. (Dub.)
FitzGerald, George F., M.A. (Dub.), F.R.S., F.T.C.D.

Chemistry.

Dixon, Augustus E., M.D., F.C.S., Assistant Lecturer, Chemistry, Univ. of Dublin.
Stewart, John Huston, B.A. (R.U.I), B.SC. (London), Professor of Experimental Physics, University College, Dublin.

Botany.

Anderson, R. J., M.A., M.D. (R.U.I.), Professor of Natural History, Queen's College, Galway.

Drawing.

Langman, A. W. F., Head Master, Southampton School of Art.
O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
Prendergast, P. J., C.E.
Townsend, Edward, M.A., (Dub.), D.SC. (R.U.I), Professor of Engineering, Queen's College, Galway.

Theory of Music.

Marks, J. Chr., Mus. D. (Oxon.)
Smith, Joseph, Mus. D. (Dub.)

Domestic Economy.

Barlow, Jane.
Barrington-Ward, M. J., M.A. (Oxon.), H. M. Inspector of Schools.

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Appendix III.

EXTRACTS FROM THE REPORTS OF THE EXAMINERS, 1889.

GREEK.

Senior Grade.—First Paper.

Report of Wm. Ridgeway, m.a.

The answering of the candidates, taken as a whole, was creditable. Some few did extremely well, and there was plain indication of a great deal of work on the part both of pupils and teachers.

Questions 1 and 2 were fairly done, but question 3 (verbs) showed that sufficient attention had not been paid to the verbs. Question 5 (syntax) was very well done, but question 6 (particles) was thoroughly unsatisfactory. Question 7 was done remarkably well all round.

In the prose composition there were a number of very respectable exercises sent in, whilst several were very good. On the whole, there was insufficient or wrong use of particles to a very large extent. This confirms the result already arrived at from question 6, that sufficient attention is not paid to this most important part of grammar.

The translation of the sst subject (Demosthenes) was very good, and evinced great care in preparation. But from ths fact that many candidates who sent in excellent translations, showed great deficiency in question 10 (words and phrases taken from the author), it would appear that in some cases the author is got up by means of translation, and that sufficient use is not made of the lexicon.

Greater attention to form, and more practice in doing grammar papsrs, would help to raise the standard.

Senior Grade.—Second Paper.

Report of R. Y. Tyrrell, m.a.

In the Senior Grade I was struck by the general excellence of the answering in History, and the translation of the prescribed and unprescribed passages was better than I remember it to have been.

Middle Grade.—First Paper.

Report of R. Y. Tyrrell, m.a.

In the Middle Grade the translation of the prepared book was excellent, better than in the Junior and the Senior Grades. This may, perhaps, be accounted for on the theory that Homer is more likely to engage the attention of boys than Xenophon or Euripides. It seems highly important that books should be chosen as subjects for the examinations which may be expected to excite an interest in the young.

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Middle Grade.—Second Paper.

Report of Wm. Ridgeway, m.a.

The translation of the text subject (Xenophon) was decidedly well done on the whole, but from the unsatisfactory manner in which question 4 (words and phrases) was done in many cases, the remark made on the Senior Grade, First Paper, as regards use of translations and non-use of lexicon, applies here also.

The passages unprescribed were fairly done, but it would be desirable to find fewer mistakes made from loose ideas of syntax.

The performance on the history questions deserves high praise. They were done excellently by a very large percentage of candidates.

Junior Grade.—First Paper.

Report of Wm. Ridgeway, m.a.

Question 1 was not very well done as a whole, whilst question 2 (ordinal numbers) showed a great deal of confusion between *ordinal* and *cardinal*.

Question 3 (comparatives) was fairly done, as was also question 4 (parsing of verbal forms), whilst question 5 (conjugation of verbs) was badly done all round. Question 6 (use of prepositions) was thoroughly unsatisfactory, whilst question 7 (particles) was bad.

A large number of candidates did not attempt question 8 (sentences to be translated into Greek), or made very poor attempts.

The translation from the prescribed author (Lucian) was excellent, but again the question on words and phrases, which is a test of minute and careful study, was not done as well as it ought to have been.

The inference to be drawn from this, joined with the large number of failures in question 8, is that whilst much care is spent on getting up the translations of the set author, composition and grammar are not sufficiently attended to.

The general style of the papers was not what it might have been, if the candidates had more practice in doing papers. There were many candidates who would have got far higher marks if they had had some more practice in writing out grammar papers. This would have saved them from many of the inaccuracies which caused them to lose marks.

Junior Grade.—Second Paper.

Report of R. Y. Tyrrell, m.a.

In the Junior Grade I found the prepared translation fairly good; but the attempts at translation from unprescribed books were poor in most cases.

The answering in History impressed me favourably.

On the whole, I think I see an improvement in Greek, in all grades, since I examined in that subject three years ago.

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LATIN.

Senior Grade.—First Paper.

Report of R. Y. Tyrrell, M.A.

The answering in Latin seemed to me on the whole satisfactory. The scansion and prosody were better than last year, and there were some highly creditable compositions, including (I was glad to find) in a few cases really good exercises in verse. The translations of the prescribed book (Livy) ought to have been better.

Senior Grade.—Second Paper.

Report of Wm. Ridgeway, M.A.

Much excellent work was sent in. The translation of the set author (Ovid, Metamorph. xiii.) was excellent, and the questions on the subject-matter very fairly done, although as in the Greek, one would have liked a more accurate knowledge of the words selected from the author.

The translation of the unseen passages was very fair, and some candidates sent in very creditable renderings; yet there were too many mistakes made in the Livy from looseness of syntax. A large number of candidates evidently regard *ni* and *nec* as identical.

The history questions were admirably done as regards both form and matter. The candidates had been well taught.

Middle Grade.—First Paper—Boys.

Report of Rev. E. Maguire.

The answer-books in this subject, in the great majority of cases, were remarkable for their length, showing some kind of acquaintance with the entire range of matter covered by the questions. Moreover, not a few furnished fairly satisfactory answers all round, with the single exception of the composition. Indeed, it must be admitted that the marks scored in this department do not, on the whole, bear a favourable comparison with those awarded in the same department of the Junior Grade papers. Probably the discrepancy arises from the greater difficulty of teaching continuous composition, as it was here the Middle Grade pupils were chiefly deficient.

Only a very few attempted the "Latin Elegiacs" with any show of capacity for the work.

The answering in the prosody, too, was, in many cases, disappointing.

Middle Grade.—First Paper—Girls.

Report of Rev. E. Maguire.

Some few of the candidates showed a marvellous grasp of the subject, leaving hardly any grammatical difficulty untouched. The average answering was very satisfactory, and extremely few failed. In general, however, the boys appear to possess a greater facility for mastering difficult idiomatic phrases, and a larger acquaintance with classical literature.

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Middle Grade.—Second Paper—Boys and Girls.

Report of Rev. Innocent Ryan.

As Examiner of Latin Second Papers in Middle Grade, I am happy to bear the most ample testimony to the high standard of excellence attained by the boys.

The blanks were next to none; whilst a large majority answered most of the questions satisfactorily.

The translation of the "at sight" pieces was very creditable, thus proving the general soundness of the system.

The Roman history answering was especially good; whereon the schools deserve congratulation, as the same boys last year in Junior Grade were very weak in this department.

Parsing and scanning, however, seem to demand much more attention than teachers evidently bestowed upon them during the past year.

The girls' papers were remarkably full; their translations in most cases were very accurate and appreciative. They were very weak, however, in parsing; whilst of scanning they seemed, as a rule, to have but the most limited knowledge.

Junior Grade.—First Paper—Boys.

Joint Report of J. B. Bury, M.A., and Rev. E. Maguire.

The answering was on the whole very satisfactory both in Grammar and in translation, and, in the comparatively numerous cases where Honour marks were scored, the style of the answers was generally good. It is remarkable that, in the 7th question, *b*, which involved an elementary fact of grammar, was more frequently missed than *a*, *c*, *d*, which required a knowledge of syntactical rules. The same phenomenon was observable in the Latin compositions, many of which showed considerable acquaintance with syntax, but failed in declension or in the simpler concords. In many cases this may have been due to carelessness.

It may, perhaps, be useful to call the attention of teachers to the circumstance that not a few of the candidates set themselves at a disadvantage by a very defective, sometimes illegible, handwriting.

On the whole the answering has been quite up to the standard usually attained by junior boys.

Junior Grade.—First Paper—Girls.

Report of Rev. E. Maguire.

What has been said of the Junior Grade boys may be applied, with one slight modification, to the girls as well. The average marks of the latter in composition were somewhat below those of the former. Of course, there were some brilliant exceptions, papers which were little short of being perfect. Geography, and some of the collateral branches of knowledge, appeared to present greater difficulty to the female candidates.

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JUNIOR GRADE, LATIN.—SECOND PAPER.

Report of CHARLES F. DOYLE and Rev. INNOCENT RYAN.

A large proportion of the answers was such as to reflect credit on the Intermediate Schools. Though the cases of excellence were rarer than might have been expected, there was a general soundness and accuracy. The translation of the prescribed authors was, on the whole, satisfactory. The Roman History seems to have been in general closely taught and learned; at the same time it is noteworthy that in not a few instances candidates, who did very well on the harder parts of the paper, threw away their advantage by almost totally failing in History. The Unprescribed passages were done admirably in some cases, but the majority of the boys so misconstrued parts of them as to leave the impression on the Examiners that sufficient care is not given to the practice of "at sight" translation, and that pupils are not properly directed how to *think out* the meaning and construction of clauses.

Two points seem to claim special notice: (1.) there was a decided lack of accuracy in Latin grammar and parsing:

(2.) many of the boys not only inverted and upset, *without any apparent reason*, the *order* of the questions, but also selected to answer one part of a question at one end of the Answer Book and another part, *without note or comment*, at some remote distance, to the great worry of the Examiners.

ENGLISH.

SENIOR GRADE, FIRST PAPER.—BOYS.

Report of Rev. JOHN J. CLANCY, Examiner.

The answering of the Senior Grade students in English was highly satisfactory throughout. No better proof of the efficiency of the Intermediate system of education, as at present conducted, could be furnished than by comparing the answer-books of the Junior and Senior Grade students for the current year. While the Junior Grade students betrayed, for the most part, a want of definite information, a disorderly process of thought, and a vague and careless incoherency of expression, the students of the Senior Grade, in at least ninety per cent. of the papers, had command of a wide range of knowledge, which they expressed with great clearness and precision. I shall deal separately with the three sections of the English Programme which came under my notice, viz., Composition, Grammar, and the answers from "Waverley."

The English Essays were, with few exceptions, excellent. Correct in language, eloquent in style, and orderly in treatment, many of them attained a finish not often met with in *ex tempore* compositions. In these cases the perfect sequence with which thought was evolved from thought, and paragraph succeeded paragraph, struck me as being their most admirable feature, and was largely attributable, no doubt, to the fact that the writers, before commencing their essays, had drafted a rough scheme setting forth their main lines of thought, to which they closely adhered in the course of their compositions. The presence of such a scheme at the head of an essay, and the fidelity with which it was followed out, I regarded as a striking proof of both the industry of the teacher and the talent of the pupil.

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The answering in English Grammar was, for the most part, good. About twenty per cent. of the students showed a less intimate acquaintance with the department of philology than the importance of the subject warrants, and about the same proportion evinced either personal negligence or defective training in their mode of analyzing sentences. With a view of securing a uniform system of Analysis, so desirable for both masters and pupils, I would venture to recommend the plan laid down by Mason in his "English Grammar," or that followed by Bain in his "Higher English Grammar." They are equally easy and equally well adapted for showing the relations between the different parts of sentences.

The knowledge of "Waverley" manifested by the students gave proof, almost in every case, of considerable industry, and in a few instances of exceptional talents and cultured literary tastes. In the instances alluded to, not only was the quaint humour of the author appreciated, and the idiosyncracies of his *dramatis personæ* thoroughly understood, but even his dialogues, his classical quotations, his erudite and often obscure allusions, were matter of familiar knowledge; and in the case of remarkable passages the very words of the text were accurately committed to memory. In another feature also some of the papers were vastly superior to others, and that is the neatness of the handwriting, and the order with which the several questions were treated, each being dealt with in a conspicuously distinct paragraph having its proper number prefixed and its sections so arranged that the attainments of the writer were visible at a glance. This, though apparently a matter of little moment, I deem of the first importance; and I call attention to it for the benefit of those students who are not disciplined sufficiently often in the work of written exercises, and who seem to regard the possession of a vast store of knowledge—"a load of learned lumber"—without the power of neatly arranging it and succinctly expressing it, as the highest aim of education.

Senior Grade.—First Paper—Girls.

Report of H. M. FitzGibbon, M.A., Examiner.

The answering on this paper was remarkably good. The greater number of the candidates attained a very high standard indeed. Several of the *Compositions* displayed remarkable insight into the character of Macbeth, and very considerable skill in the arrangement and treatment of the subject. The writing in many cases was very good and neat; and but one candidate failed to pass in Composition.

The answering in *Grammar* was good; several of the questions were of a difficult and searching character. The analysis of the given sentences was, as a whole, well done. The philological questions were fairly well answered.

As regards the answering in "*Waverley*" nothing could have been better. It evidenced most careful preparation and a minute acquaintance with the details of the story, incidental allusions, &c. This was the more satisfactory as the answers could not have been learned off out of notes (as in the Junior Grade). Considering the length of the book, the knowledge of its contents shown by many of the candidates was remarkable.

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Middle Grade.—First Paper (Boys and Girls).

Report of Rev. Henry Evans, D.D.

The Answer-Books of the students examined on the First English Paper, contained no trace of anything which might suggest irregularity in the superintendence of the Centre, or of lacking honour on the part of the candidates. Order in answering the questions was better observed than in any previous year of my experience; the handwriting was reasonably good; neatness of execution was pleasingly frequent. There was hardly one instance of gross ignorance, and very few of wild guessing.

The essays in *English Composition* show a fair command of language. The vocabulary, for the most part, was ample; generally, the words used were appropriate, and the sentences grammatical; but the subject matter was often faulty, and too frequently it was quite remote from the theme chosen. For originality of thought, logical sequence, and easy graceful expression, the compositions on "Manners" (Tennyson's couplet) were distinctly superior.

In the *Grammar* section there was evidence of considerable attainments. *Analysis* was usually well done, often indeed admirably. The answers, however, to the question respecting the prefix *a*, and the suffix *en*, force me to believe that knowledge of verbal etymology is very defective. Full command of the origin and functions of prefixes and suffixes may be over much to expect of Middle Grade students, but fair acquaintance with their meaning or force is conveniently attainable. A large majority of the students parse intelligently, but the tendency to mechanical parade rather than rational statement, is too largely prevalent.

Milton's *Paradise Lost*, Book VII., was well prepared. The students showed accurate knowledge of the "*argument*" of the Book. They were, for the most part, commendably familiar with the obsolete or special senses in which Milton frequently uses words, and displayed a ready aptitude in explaining classical allusions. A fair proportion of the candidates understand and appreciate the *metre* of *Paradise Lost*. Many scanned the first two lines of Book VII. perfectly, but it is right to state that quite a number were unequal to the task, and some, I fear, had never been taught to scan at all. On the whole, I was pleased with the knowledge of Prosody, which the Answer-Books evinced; and feel warranted in hoping that so delightful an acquisition will be striven after with zealous diligence.

Taking everything into consideration, I have pleasure in testifying that the work on the First English Paper does marked credit to both teachers and pupils, and deserves the approbation of the public.

Junior Grade—Boys—First Paper.

Report of Rev. J. J. Clancy, Henry M. FitzGibbon, M.A.; Thomas Harrison, M.A.; and Rev. J. F. Hogan.

The answering of the Junior Grade students on the questions in this paper was, on the whole, fairly good. The writing was clear and legible, and the spelling much improved.

The English composition was not at all bad for boys. Indeed some of the essays were of high merit in both style and matter, and showed good promise for the future. Unfortunately a much larger number were inelegant, confused, and commonplace; we trust that more time and attention may be given to the subject in the preparation for next year.

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The Grammar questions were, with one exception, well answered, and it is plain that a good deal of care must have been bestowed on this branch of the Junior Grade studies. We are of opinion, however, that the definition of "inflection" is not beyond the capacity of boys; yet few had an accurate notion of what inflection really is.

The parsing was again very poor. This important application of the Rules of Grammar so essential for the correctness of language, would seem to be altogether neglected in the schools of the country. "*Let* is a noun." "*Soul* is a preposition." "*We* is an adverb." The word "since" is variously treated as a noun, a verb, an interjection, and a relative pronoun; and this in the answer-books of boys from whom one would expect much better.

The answers to the questions taken from the "Traveller" and the "Prisoner of Chillon" were generally good, most of the students being able not only to quote the words correctly but also to explain their meaning and derivation when required. In the passage given for quotation a large number wrote the lines continuously as prose, ignoring capital letters and punctuation altogether. The attention of candidates should also be directed to the fact that when a passage is given for explanation it is not sufficient to write out a more or less relevant note taken from the annotation of text-books. They are expected to give what they understand to be the meaning of the phrase or passage as a whole.

Junior Grade Girls, First Paper.

Report of Rev. Henry Evans, D.D., and William Graham, M.A.

The answering of the Girls in the Junior Grade for the present year was on the whole very satisfactory, though there was great inequality in it; the latter fact, no doubt, attributable in a large measure, to the unequal age of the candidates in the Junior Grade. The English Compositions presented a respectable level of merit, some of them being most promising; a satisfactory result, which might, in future, be improved upon by a greater attention to the matter of punctuation in regard to which some of the Essays, otherwise good, showed a great negligence. In English Literature the answers were of quite average merit; while in English Grammar, which perhaps more than English Literature, gives scope for the intelligence of the candidates, the subject being larger and the question less susceptible of being anticipated, the answering of the generality was fair, and of a few remarkably good.

Senior Grade.—Second Paper—Boys and Girls.

Report of George Y. Dixon, M.A., and Archibald J. Nicolls, LL.B.

In the Senior Grade the answering in English reached a very high standard. No candidate was disqualified for failing in Orthography. The answers to the questions in *Macbeth* showed that the play had been generally very carefully prepared; while the knowledge displayed in History and Geography bore testimony to the careful training most of the candidates had received. The answers to the questions set in English Literature were hardly quite as satisfactory, and one would have expected a little more attention to have been paid to style, especially in the criticisms given of Sir Walter Scott.

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Middle Grade, Second Paper.—Boys and Girls.

Report of John F. Taylor.

What struck me most in going through the answers was the clearness with which questions involving mere memory were treated, and the comparative indecision with which the answers were given to those requiring reasoning power and reflection. In the Middle Grade, following precedent, I confined myself almost exclusively to such tests as could be dealt with by any careful student from a study of the prescribed text-books, and to all such questions the answers given were, as a rule, very satisfactory and full. But whenever the cue was lost, the student went hopelessly wrong. I do not mean such things as the substitution of one river for another, or the description of Waterloo instead of Saratoga. These are the ordinary devices with which examiners are familiar. But even when the student started fairly, one wrong turn of phrase or meaning sometimes led to the most puzzling confusion. This, I respectfully suggest, is due to the method of instruction which directs and develops the memory only. Moreover, in the very few questions given to test the general comprehension of the subjects by the students, this weakness was still more noticeable. While lists of works—many of them very obscure and unimportant—were given with astonishing accuracy, the few who tried to tell when and how English became a literary language failed in the most elementary comprehension of what the question involved. On the whole, I do not think that the students could be much better trained and prepared in the definite and clearly marked out parts of the programme, and wherever definite and neat answers were possible, they were given. It may be that this is quite enough to aim at in the case of such young students. But I think a few questions (say one-fourth of all those set) should be given to test mental powers other than mere memory. With regard to the writing and wording of the answers, very much, indeed, is to be desired. In most cases they were written in a slovenly, ill-formed, and varying hand; so that the writing on one page bore little resemblance to that on the next. I think, too, that the practice of taking questions up and down (beginning at the end or the middle and then choosing at random), must lead to great irregularity of mind; while the students seem in some cases as if they wished to throw all the obstacles possible in the way of the examiner; passing three or four pages and then beginning again and adding on tags of answers at the end of others, and so on. These, in my opinion, are all bad habits; indeed, in some cases I think they are disingenuous; but in any case they are avoidable and should be avoided. I do not know that I have any other remark to make, except, perhaps, that the filling in of the map of Italy was almost uniformly bad, and the enumeration of towns and islands almost uniformly good.

Junior Grade—Boys—Second Paper.

Report of George Y. Dixon, M.A.; A. J. Nicolls, LL.B.; Rev. Patrick O'Leary, Rev. J. Paterson Smyth, B.A., LL.B.

The answering of the Junior Grade pupils whose papers were examined by us was in some respects of a high class, but was unsatisfactory in other particulars.

It was evident that in most cases they had carefully studied the prescribed history course. But in many other instances the pupils showed that

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they had been crammed rather than informed. They repeated paragraphs almost verbatim from their text-books, but without understanding their meaning, and without grasping the important facts or principles which were alone of value in those paragraphs.

As regards geography we noticed that the geography of Ireland seemed to have been grossly neglected—which is the more remarkable because the geography of other countries had been, apparently, properly studied. The faults which struck us as most serious seemed to have arisen from mistaken modes of study rather than from want of ability or want of attention on the part of the pupils.

JUNIOR GRADE—GIRLS—FIRST PAPER.

Report of the Rev. WALTER M'DONALD.

The answering of the girls in this paper calls for no special notice; it had all the good qualities and all the defects that might be expected, considering the age of the students. There were, perhaps, greater firmness and accuracy shown this year than usually.

The subjects were History (English and Irish), Lockhart's *Life of Napoleon*, and Geography (Political and Physical). The students were almost all prepared very well, indeed, in Irish History; but in the geography of Ireland there were many great blunders. And these blunders were made by some who answered very well in other subjects, and even in the geography of other countries.

The general appearance of the papers was very good, the penmanship was legible and neat; and there was, as a rule, a brevity about the answers which showed that the points of the various questions were well appreciated.

FRENCH.

SENIOR GRADE, BOYS.—MIDDLE GRADE, BOYS AND GIRLS.

Report of A. COGERY, B.A., L.L. (Paris).

The improvement, noticed by me last year, is again proved by the diminution in the number of complete failures. Several of these failures evidently result from the too short time given by some candidates to the Grammar questions and French Composition. I respectfully beg to call the attention of teachers to the absolute necessity of making their students more familiar with French Composition preparation, as frequently the most elementary rules of accidence or syntax have not been accurately applied. Besides, in many cases, I noticed a want of knowledge of the French equivalent for the most usual words.

Notwithstanding these observations, I am happy to point out the great general improvement.

The translation from French is generally very good.

SENIOR GRADE—GIRLS.

Report of V. STEINBERGER, M.A.

The impression left on my mind, after the correction of the papers, is that the answering in general is satisfactory, as the comparatively few failures prove. But for the weakness shown in Grammar there would

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scarcely be any failures. It seems to be left out of sight that a candidate in the Senior Grade is expected to possess a fair knowledge of the syntax of the language.

The principal mistakes in Composition arose from a defective knowledge of (*a*) the demonstrative and relative pronouns; (*b*) the use of the imperfect and past definite; (*c*) the rendering of the English present participle; and (*d*) the genders of French nouns, in which the very best candidates showed themselves weak.

Another point that struck me forcibly is the great disregard shown to the exact meaning of the Grammar questions, which seem often misunderstood by the candidate on account of too great a hurry or nervousness.

The translation from prescribed and unprescribed authors has been done very satisfactorily.

Junior Grade—Boys.

Joint Report of Paul E. Barbier, Edmond J. M'Weeny, M.A., and V. Steinberger, M.A.

The standard of answering in the Grammar Section has been fully maintained this year. There are, however, some points on which the average student is, we find, decidedly weak, and to which we think the attention of pupils requires to be more carefully directed by the teachers. We allude to the accentuation of "e" in such verbs as *promener*, where that letter varies in sound in the different moods and tenses.

The other Grammar questions which proved most troublesome were those bearing on the agrsoment of the past participle and on the formation of the plural of compound nouns.

In the rendering into French of the colloquial sentences of the composition a distinct improvement has been noticed by those of us who have acted on previous occasions. The continuous passage for translation into French was for the most part, however, only indifferently done, in spite of the fact that it possessed no great difficulties, and we would earnestly recommend that greater stress be laid on the instruction in French Composition.

No part of the paper was so well answered as the unprepared translation, which was extremely well rendered—in many cases better than that of the passages from the prescribed authors.

Junior Grade—Girls.

Report of T. C. D'Auquier.

I found the translation from French into English generally well done, and especially so the unseen passage.

The Prose Composition was almost invariably a failure, although there were a few remarkable exceptions.

The Grammar portion of the paper was, as a rule, fairly well done; the first question having the largest number of failures.

In almost every case the neatness and handwriting are to be commended.

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GERMAN.

All Grades—Boys and Girls.

Report of E. L. Fischer.

The great importance which is attached now-a-days to the knowledge of German in every branch of professional life, in the army, and in mercantile pursuits, not to mention the paramount interest scholars take in the study of a literature which is perhaps second to none in wealth and importance, makes it a matter of regret that only 480 candidates, out of a total of between 5,000 and 6,000, presented themselves for the German Examination.

On the other hand it is satisfactory to state that, on the whole, the papers show a considerable amount of care, knowledge, and intelligence, especially in the Senior Grade. Some of the boys of the Junior Grade, whose average marks only reached a dozen or two, might with advantage have waited another year before presenting themselves for these examinations. Not even the easiest Junior Paper can be disposed of without a fair knowledge of the rules for the genders, of the declensions, the numerals, the regular and at least some irregular verbs. Greater attention ought to be paid to German handwriting. It increases the labour of the examiner considerably and unfairly to have to painfully scrutinize the character and the formation of letters, as if he had to decipher hieroglyphs.

CELTIC.

All Grades.

Report of the Rev. E. Hogan, S.J.

As the 418 candidates in Celtic must have been insufficiently equipped with Irish-English and English-Irish dictionaries, I cannot but wonder at the high standard of excellence which many of them have reached in grammar, translation, and composition. The Answer-books, on the whole, reflect great credit on the pupils and their teachers.

1. Though many show a complete mastery, or a good grasp, of grammar, the ignorance of others betrays itself, not only in the wild answers to grammar questions, but in loose translation and incorrect composition. This want of necessary knowledge is to be regretted, and is, of necessity, severely dealt with in the marking sheets. 2. More attention should be paid to the use of the emphatic particles, which are so common in Irish, and also to the arrangement of words in Irish sentences. 3. Though some of the translations were very close and at the same time elegant, most of them were too free. 4. The idiomatic use of prepositions should be more carefully noted; *Rug mé ar fhéasóig air*, means I took (or caught) him by the beard; the idiom is common, and is explained in Dr. Joyce's Grammar. Now, twenty-five different and wrong versions of this are given in the Middle Grade; such as. "I placed a beard on him, he bore me on his beard, I had recourse to my beard, I took on a beard on him, I plucked the beard off him, &c.' These silly versions would not have been written if the wise precaution had been taken of reading the whole text, so as to catch the general meaning of it. Many instances of this want of reflection there are in the Junior Grade, in which twenty-six boys give such queer translations as these :—"The whole army came in on one leg; the whole host came in on one limb; the whole crowd entered on one member."

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ITALIAN.

All Grades—Boys and Girls.

Report of Rev. Barth. A. O'Keeffe, D.D.

The general character of the papers was highly creditable and satisfactory.

Out of 237 papers examined by me there were only some six or eight failures—a fact on which the teachers, no less than the pupils, are to be heartily congratulated. The papers of the girls, in all Grades, were, as a whole, better than those of the boys; and this was notably the case in the Middle Grade, where the answering of the boys was not what I might have expected from them. Their translation of English into Italian was, with few exceptions, poor and very faulty. I might, indeed almost say the same of the Junior Grade boys.

Judging from the papers of a large number of boys in the Junior and Middle Grades, I am led to conclude that the teachers do not devote as much attention to the compositions of their pupils as they ought.

The Senior Grade boys, however, gave evidence of having been very carefully and successfully instructed in this particular branch of the language.

ELEMENTARY MECHANICS.

Senior Grade—Boys.

Report of J. R. Leebody, D.Sc.

The answering in Mechanics was, on the whole, very good. Of the 173 candidates examined 106 passed. The subject however is, as a rule, only taken up by boys with some aptitude for Mathematics. One candidate obtained full marks, a very creditable performance for a schoolboy on the paper set. More care should be taken by teachers to familiarize their pupils with the correct meanings of such terms as "Force," "Energy," "Work," "Velocity," "Acceleration." Confusion of thought in regard to the meaning of these terms is a hopeless barrier to progress in the study of Mechanics.

ALGEBRA AND ARITHMETIC.

Senior Grade—Boys.

Report of J. R. Leebody, D.Sc.

The answering was decidedly better than in the Middle Grade, the proportion of unprepared candidates competing being much less. Of the 259 candidates examined 141 passed, and the answering of a number of these showed evidence of decided mathematical ability and careful training. It was clear, however, that although the teaching in some of the schools is excellent, the teaching in many others is defective.

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SENIOR GRADE.—GIRLS.

ALGEBRA.

MIDDLE AND JUNIOR GRADES—GIRLS.

Report of Rev. FRANCIS LENNON.

The answering of the Senior Grade Girls in Algebra and Arithmetic has not been good. Less than 38 per cent. have succeeded in passing, and only 3 out of 74 examined have obtained honour marks. Failure has resulted in most cases from an imperfect knowledge of the elementary parts of Algebra. Much time has been wasted in attempting to study Progressions and the Binomial Theorem by some who could not solve an ordinary quadratic equation.

The Middle Grade girls have answered in Algebra somewhat better than those of the Senior Grade; as less than 42 per cent., however, have succeeded in passing, the difference is not great.

But, in the Junior Grade, the answering of the girls in Algebra has been excellent. A little over 54 per cent. have passed, and more than a third of these with honours—4 girls getting full marks.

PLANE TRIGONOMETRY.

SENIOR GRADE.

Report of Rev. FRANCIS LENNON.

The answering in Trigonometry has been good. More than 64 per cent. of the boys have passed, and nearly one-half of these with honours —one boy getting full marks. In several instances an injudicious distribution of the time allowed has resulted in a much diminished total. Many boys devoted most of the time to the more difficult questions on the paper, reserving the simpler ones for the end; and, then, owing to the hurry and mental fatigue, they mistook the meaning of some which, in other circumstances, they could have answered fully in a few minutes.

Out of 25 girls examined in the same subject, 15 have passed, and 6 of these with honours.

ALGEBRA.

MIDDLE GRADE—BOYS.

Report of J. R. LEEBODY, D.SC.

A few of the candidates made excellent answering, one obtaining full marks. The general results of the examination, however, were unsatisfactory. Of the 548 candidates examined 318 failed to pass. This high proportion of failures was largely due to the fact that a number of candidates competed who were absolutely ignorant of the subject. It is useless for a boy who considers that the *solution* of an equation may contain the *unknown quantity*, or that the *highest common factor* of two expressions is got by *multiplying the expressions together* to offer himself for examination in Algebra. A want of thorough grounding in the elements of the subject was observable in the answering even of the better class of candidates. For example, the solution of several of the questions demanded a knowledge of simple algebraic factorisation, and it was surprising to find in how few cases this knowledge was possessed.

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JUNIOR GRADE—BOYS.

Report of JOHN ENGLAND, M.A.; GERALD GRIFFIN, and Rev. WILLIAM HUGHES, B.D.

We cannot say that the answering in Algebra this year was satisfactory. About 45 per cent. failed to obtain the number of marks required for a pass. The number of those who did not obtain any marks whatever is, we regret to say, considerable. We were struck with the large number of those who showed a complete ignorance of some of the elementary rules, especially that of finding the L. C. M.

Want of facility in working by factors was also generally apparent.

We wish to call the attention of teachers to the necessity of impressing upon their pupils the great importance of clearness, accuracy, and neatness in their work.

A fair proportion of the students did all the questions neatly, accurately, and well.

EUCLID.

SENIOR AND MIDDLE GRADES—BOYS AND GIRLS.

Report of J. C. REA, B.A.

I beg to submit the following report on the Euclid papers examined by me.

The answering of the Senior Boys was very satisfactory. Of the 266 examined, 117 passed with honours, 111 passed without honours, and 38 failed. The propositions of Euclid were well done with the exception of the seventh and thirty-third of the Sixth Book. Many of the boys lost marks on these, especially the latter, by not proving them completely. A fair proportion got marks on the deductions, and three boys answered the five deductions completely.

The answering of the Senior Girls was not so satisfactory. Of the 61 examined, 11 passed with honours, 31 passed without honours, and 19 failed. The papers of some of those who failed were so bad that it seems strange the candidates presented themselves for the examination. They were evidently completely unprepared, no less than five failed to get a single mark. It was clear from the misapplication of some of the terms, equimultiple, &c., that a few of the candidates had not learned the text of Euclid intelligently. On the other hand, many of the girls answered the propositions very well, and one succeeded in getting full marks on the deductions.

The Euclid of the Middle Grade Boys was excellent, the propositions were evidently carefully prepared, and some of the candidates worked out the deductions in an admirable manner. Of the 570 examined, 352 passed with honours, 167 passed without honours, and 51 failed. The proportion of those who got marks on one or more of the deductions was not so high as in the case of the Senior Boys.

The Middle Grade Girls answered much better than the Senior Girls, but not nearly so well as the Middle Grade Boys. Of the 116 examined, 47 passed with honours, 36 without honours, and 33 failed. As in the case of the Middle Grade Boys the text of Euclid was very well done, 34 of the girls who got honour marks got them on the propositions alone. The proportion who got marks on the deductions was more than twice that of the Senior Girls.

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Junior Grade.—Boys.

Joint Report of Wm. Bergin, B.A.; R. W. Griffin, LL.D.; Rev. Thomas E. Judge; and Rev. Francis Moran, M.A.

We beg to report that many of the candidates who presented themselves for examination had evidently studied only two books of Euclid, some only one.

In some papers there were frequent slips, and a complete absence of order, both of which faults resulted from slovenly habits of thought, due to careless training.

There were many indications of cramming. The various portions of the construction and proof had been committed to memory whilst the point of the reasoning was wholly lost sight of.

The majority neglected in some important cases to give the authority for statements made in the course of the proof.

It is clear that in some schools the pupils are exercised in writing out the constructions and demonstrations, and that in others this discipline is wholly neglected. Hence the neatness, conciseness, and accuracy of some papers—the disorder, prolixity, and inaccuracy of others.

A small number only attempted the deducibles, and many succeeded in obtaining honour marks, on a knowledge of the bare book-work.

Junior Grade—Girls.

Report of Robert W. Griffin, LL.D.

I regret to have to report that the majority of the girls who presented themselves for examination in the Junior Grade Euclid, knew absolutely nothing about the work. Many did not attempt a single question, others transcribed the enunciations in full, and after making a few irrelevant statements involving mathematical terms, acquired by rote, proceeded to draw a conclusion, not in every case the one required.

Only a few attempted solutions of the deducibles, one alone being in a degree successful.

A small number of the candidates appear to have been exercised and instructed in method of writing out the demonstrations, and much time was lost in transcribing the questions. I consider it sufficient to refer to the number and to proceed at once to the construction and demonstration. It might be well to consider the advisability of giving instruction to candidates on this point on papers set in future.

ARITHMETIC.

Middle Grade.—Boys.

Report of S. FitzPatrick.

The answering of the boys of Middle Grade was very satisfactory, although not quite equal to that of some recent years. Due time and care are evidently given in many schools to this important subject. The number who passed the examination was eighty-one per cent. of the whole, and of these the half secured honours in many cases by splendid work. The paper was well within their grasp, at the same time it was sufficiently difficult to give importance to a pass with honours.

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Middle Grade—Girls.

Report of S. FitzPatrick.

The very large number of failures and the character of the work of the girls of Middle Grade show, in the case of a great proportion of the candidates, that there was throughout the year no preparation, or a very inadequate one for their examination in this subject. In marking these papers it is difficult to conceive that they belong to pupils who have passed through the Junior Grade, and possibly through several annual examinations. Of 305 examined, forty-three obtained honours, ninety-three passed, and 169 or fifty-five per cent. failed. Such a result is not creditable to the schools or to the system.

Junior Grade—Boys.

Joint Report of E. H. Hughes-Dowling and Rev. John W. Tristram, M.A.

We examined 3,925 boys, and found the answering, as a whole, inferior to that of last year. The points calling for special notice are the following:—

(*a.*) A want of the knowledge of notation, as evidenced by the failure of hundreds of boys to get any credit for question 1, though they did more advanced ones.

(*b.*) The questions involving Vulgar and Decimal Fractions were generally clumsily solved, tho main steps of the solution being very seldom indicated; owing to the roundabout method employed, three times as many figures were used as were necessary; very few pupils did those questions by clearing of fractions at once by multiplying numerator and denominator of the whole fraction by the L. C. M. of the small fractions.

(*c.*) Question 7 was very badly answered indeed, only 52 boys out of 3,925 or about 1·3 per cent. getting full marks for it, and only 35 per cent. getting any credit at all for it.

(*d.*) Most candidates worked very inaccurately; many of the 35 per cent. spoken of in the last paragraph having failed to get full marks, owing to inaccurate working. Candidates seldom checked their work, and were usually untidy, neatness being the exception.

In conclusion we may remark that although we have mainly dwelt on the faults of the answering, we received many indications of good and careful teaching on the part of the teachers and serious study on the part of the pupils.

Junior Grade.—Girls.

Report of S. FitzPatrick.

I regret that it is not in my power to report favourably of the girls of the Junior Grade. Only nineteen per cent. got honours, while so many as forty-one per cent. failed, and many failed so badly as to force the doubt of their having received any real arithmetical instruction throughout the year. About twenty-five per cent. answered creditably, giving satisfactory evidence of that careful teaching which makes the pupils pretty confident of working any sum belonging to a recognised rule. Failures in Notation, Reduction, Simple Proportion, or Practice, are

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inexcusable where the method of solution is plain. The notation of No. I. proved too difficult for most candidates, and I remarked that very few who succeeded in answering it failed to pass, showing the value of a sound knowledge of the elementary rules.

BOOK-KEEPING.

Junior Grade—Boys and Girls.

Report of Edward Spencer, M.A.

I have examined the answers of 1,869 candidates in Book-keeping (1,670 boys and 199 girls), and find that, of the boys, 8 per cent. have passed with honours, 30 per cent. have passed without honours, and 62 per cent. have failed; of the girls, 4 per cent. have passed with honours, 37 per cent. have passed without honours, and 59 per cent. have failed.

Some of the answers—especially among the boys—are extremely good, and exhibit a thorough knowledge of the subject, but the general answering is poor and much disfigured by want of accuracy and neatness.

NATURAL PHILOSOPHY.

Senior Grade—Boys.

Report of George F. Fitzgerald, M.A.

On the whole, the Senior Grade boys answered fairly well. They would, many of them, have answered better if they had been taught to perform some experiments. For instance, many gave the shadow photometer method of determining the relative intensities of two lights, and yet none of them gave a hint that it was desirable to place the lights so that the shadows are in juxtaposition. This is a simple experiment, requiring no apparatus but what is everywhere to hand, and it is almost impossible that a boy who had frequently made this experiment would have forgotten this important adjustment.

Senior Grade—Girls.

Report of George F. Fitzgerald, M.A.

The Senior Grade girls answered very badly. A much larger proportion of them than of the boys seemed to have taken much pains to learn off a good many things connected with the subject, and then disburdened their minds by writing down what they had learned without caring, or perhaps knowing, whether it had any relation to the questions asked. This is the acme of bad teaching. It is ruinous for a girl to be taught that she knows Natural Philosophy when she does not understand the words she uses.

The general statements in the reports on the Junior Grade and Senior Grade boys apply equally to the Senior Grade girls.

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Middle Grade—Boys.

Report of J. J. Doherty, LL.D.

It was quite a relief to turn from the Answer Books of the Junior Grade candidates to those of the Middle Grade. The greater number of the papers of the former were this year wretchedly poor; the majority of the latter were satisfactory, and some reached a high standard of merit. Many of the Middle Grade candidates showed a thorough acquaintance with the subjects of the programme. Their answering was no mere reproduction of the language of a text-book. They had obtained a thorough grasp of principles, and they were able to apply them with facility to the solution of the problems on their examination paper. Very many of the candidates had evidently received careful and thoughtful teaching. I could not help feeling, as I read their papers, that these young students had gone through an excellent mental training, and had acquired a knowledge of physical laws which must be of great benefit to them, whatever their future careers may be.

These remarks do not apply to the whole of the candidates. A large number of them had no intelligent knowledge of the subject. They had some slight acquaintance with the text-book, but their imperfect knowledge proved of little or no service when they attempted to answer the questions proposed.

Middle Grade—Girls.

Report of J. J. Doherty, LL.D.

There were very few girl candidates in Natural Philosophy. Their answering, on the whole, showed, I think, a decided step in advance of that of last year. Some of the papers were very poor, but there were some that were very creditable indeed, and the answering of one candidate was remarkably good.

The diagrams and sketches of apparatus sent forward by the girls were, as a rule, very carelessly drawn.

Junior Grade—Boys.

Joint Report of George Coffey, B.E., J. J. Doherty, LL.D., and George F. FitzGerald, M.A.

The answering of the Junior Grade boys was very unsatisfactory. That it was much worse than last year does not seem explicable by the character of the paper, because Question 6, for instance, was not so well answered as regards merely the application of a formula as the corresponding question on the pendulum last year.

The examiners desire to call the attention of teachers to the *very large* proportion of failures to answer the questions on the inclined plane and on the barometer. It seems as if sufficient attention had not been devoted to impressing upon the boys the principles upon which the action of instruments depend. In the case of the inclined plane, by far the greater number worked out the forces either parallel to the plane or the horizon, or both, required to support the body, and sent them up as an answer to the question of how much work must be done in moving the body up the plane. This shows imperfect teaching. The boys had been taught to answer particular questions instead of being taught to apply familiar principles, and in consequence, when asked a question including the words "inclined plane," they give the answer that they

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had, parrotlike, learned to give to the "inclined plane." Similarly, in the case of the barometer, only a *very small* percentage of the boys seemed able to apply to it the principle that the fluid pressure at a point in a vessel is independent of the shape of the vessel. The boys must have been taught "The Barometer" as an independent entity, and not as an application of already taught hydrostatic principles. It may also be that in many cases so much attention was concentrated on the common way of proving the formula for calculating the pressure at a given depth in a liquid that the boys imagined that an actual straight column of one square inch in area and thirty inches high was required to balance the atmospheric pressure. The reasons given for a particular arrangement, as, for example, in this question about a barometer, are very often of a kind that should not be given by carefully taught boys. It is no answer to a question asking for "experiments to prove" some fact, to give a statement of a law and say that that proves it, and yet very many boys stated Boyle's law and gave it as an answer to No. 9. Such boys have not learned the importance and distinctive character of synthetical inductions from experiment as compared with analytical deductions from a law; and yet one of the most important educational objects aimed at in teaching how to study Nature is to teach how to make scientific inductions from experiment: a part of education of transcendent importance that is not touched by any other subject of education. Similarly, it is no answer to say of particular arrangements: "That wouldn't work"; "This gives accurate results," when the whole question is: "Why does this give accurate results?" "Why wouldn't that work?" One great object in learning Natural Philosophy is to learn to be dissatisfied with this kind of answer. Such answers are given by those who have not been taught to ask "Why"? Even Junior Grade boys should have been taught both to ask "Why?" and also how to interrogate Nature and find out the answer, or else Natural Philosophy will have done them very little good, if it has not even done them actual harm, by making them think they know something, when they have not even learnt their own ignorance. A good many boys called a barometer a *thermometer*, and stated that it measured temperature. This confusion is the more remarkable inasmuch as Junior Grade boys are not expected to study heat. The most obvious cause of such mistakes is that the boys are not familiar with the use of instruments, and until the schools teach practical subjects practically, the children cannot learn them properly.

The examiners would call attention to the abominable drawing of diagrams, sections, and figures. It is impossible for boys to reason properly about diagrams that are so bad that even a trained eye familiar with the whole matter can hardly follow them. Teachers should see that boys learn to draw diagrams, &c., sufficiently large and clear to be easily understood, as otherwise the boys learn to repeat from memory instead of learning to reason from their own diagrams, and this is one of the worst faults a boy can be taught, and it is one that is very quickly learned.

Junior Grade—Girls.

Report of George Coffey, B.E.

The answering of the girls was far from satisfactory this year. The errors were for the most part of the same character as those noticed in the Report on the Junior Grade boys, to which I beg to refer, and do not call for any special remarks.

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CHEMISTRY.

Senior Grade.

Report of A. E. Dixon, M.D., F.C.S.

The answering in this grade calls for no special remark. It was, generally speaking, satisfactory; and it is gratifying to note, that in several cases the candidates were able to illustrate their answers, by examples chosen from Organic Chemistry; though the latter subject is not actually prescribed for examination.

As in the other grades, the questions best answered were those involving theoretical, rather than practical points.

Middle Grade.

Report of A. E. Dixon, M.D., F.C.S.

The results in this grade have been distinctly satisfactory. Nearly three-fourths of the candidates succeeded in passing, and of these almost one-half obtained honour-marks. The answering in several cases was of a very high order of excellence, indicating not only efficient teaching, but also earnest and careful work and study. But, though many papers were highly creditable, still the feature in this, as in the other grades, was the scantiness of sound practical knowledge. A marked contrast was observable between the freedom and general accuracy with which chemical equations were handled on the one hand; and on the other, the want of real knowledge of the *conditions* determining the interactions which the equations symbolized, and of the phenomena observable. In other words, there was a deficiency of that substantial experimental knowledge of the subject, which can be acquired only in the laboratory.

Junior Grade.

Joint Report of A. E. Dixon, M.D., F.C.S., and J. Huston Stewart, B.Sc.

The answering in this grade has been, on the whole, satisfactory, as the comparatively small number of failures indicates.

The more theoretical portions of the subject were, for the most part, well handled; we note, however, that in the giving of definitions there was a tendency towards the employment of set forms of words, which in many cases indicated failure to grasp the real meaning. Again, in discussing the constitution of atmospheric air, the answers showed, almost without exception, that the candidates did not clearly appreciate the principle of simple atomic ratios. The failure to grasp this somewhat elementary conception was the more remarkable, since, as already stated, the general principles of the subject have been fairly well mastered.

But, on the other hand, we regret to note a distinct weakness, as regards knowledge of the experimental side of the subject. Though in many cases a knowledge of manipulation, and the properties of substances, was displayed, which was creditable alike to teacher and student; still, in the vast majority of cases it was evident that the students' information was chiefly derived from books. Now it is almost needless to say, that real knowledge of an experimental science can only be acquired through *practical* acquaintance with it.

While recognizing, therefore, that much good work has been done, we would strongly recommend a more demonstrational form of teaching; the latter to be supplemented, wherever possible, by the performance of practical work on the students' own part.

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MUSIC.

All Grades—Boys.

Report of J. Chr. Marks, mus.d.

I beg to submit the following report on the papers in music, Senior, Middle, and Junior Grades (boys), examined by me.

In the Senior Grade there were thirteen candidates; eleven of these passed, three of them with honours. The papers on the whole were most creditable, the only weakness discernible was in the fourth and fifth sections (Musical Forms and History of Music).

In the Middle Grade there were thirty-eight candidates, of these twenty-six passed, seven of them with honours; these papers were also very creditable, although some curious answers appeared in the History section; for instance, the names given of the three great operas by Mozart were "Acis and Galatea," "Polifini" and "Rinaldo;" and of the three great oratorios by Handel, "Elijah," "The Creation," and "Il trionpho del Tempo el dissengano;" and again, the names given of the composers of the following works were—"Israel in Egypt" by *Josquin des Pres*, "William Tell" by *Mozart*, "Faust" by *Bennett*, and "Israel in Egypt" by *Palestrina*; however, the general work was good and proved that the candidates had been carefully prepared.

In the Junior Grade there were 633 candidates—626 and seven over age; of the 626, 204 passed, sixty of them with honours, and of the seven over age five passed and two qualified for honours.

The answering in this grade was not satisfactory, some of the answer books were returned blank, and a great number only showed the most superficial knowledge of the simplest rudiments, and did not go beyond the first section, while a number of Italian expressions to indicate pace seem to have been coined at the moment, such as "*Suplana*," "*adegho*," "*Piazza*," very soft; "*cento*," slow; "*Te Deum*," begin again; "*Deminino*," dying away, &c., &c. I must, however, except the answer books of the candidates who passed with honours; these were most creditable and satisfactory, and exhibited a thorough knowledge of the whole subject, and in addition many of them were worked and written out with a neatness and accuracy highly to be commended.

In conclusion I beg to say that the Senior and Middle Grade candidates were evidently prepared for the examination, but think that a more careful training and preparation of the pupils entering for the Junior Grade would be desirable.

All Grades—Girls.

Report of Joseph Smith, mus.d.

I have the honour to submit my report upon the examination in Music for the present year under the Board of Intermediate Education.

The portion of the work entrusted to me consisted of the girls' papers in all Grades.

In the Junior Grade I was pleased with the comparatively high level of the general answering. The questions in Harmony were, for the most part, satisfactorily worked out; while those in reference to "pace, and manner of performance," elicited, almost universally, creditable results. I remarked, however, considerable uncertainty prevalent in matters pertaining to absolutely rudimentary musical knowledge. The answer-

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ing in the Middle and Senior Grades was not proportionately good. The treatment of the questions in Harmony gave evidence of the fact that, in the majority of instances, the first principles of the science had been insufficiently grasped. This remark may be said to apply more particularly to that department of Harmony which deals with the nature and treatment of dissonances.

The questions in Musical History were, on the whole, fairly well answered. Those, however, in the sections of Transposition and Counterpoint were somewhat disappointing in results.

OBJECT DRAWING.

Senior Grade.—Boys and Girls.

Report of A. W. F. Langman.

The boys have by far the greater number of failures, but those who have scored marks have done so by strong (although somewhat coarse) and vigorous drawings. Many students in both sections have forgotten that glazed objects have concentrated lights and unglazed diffused lights. Also that a shaded drawing although not strongly outlined should have the drawing as shown by the shapes of the masses carefully formed. Good drawing (outline) alone would score a number of marks. It is not meant by this that the shading should not be attempted. The girls were either better selected or better trained, for the average of their work was higher and certainly gave more pleasure to examine. The table of statistics will show that the girls have fewer failures than before.

GEOMETRICAL DRAWING AND CONSTRUCTION OF SHADOWS.

Senior Grade.—Boys and Girls.

Report of P. J. Prendergast, C.E.

I regret to have to report that the answering this year of boys and girls, senior grade, in this subject was not at all satisfactory.

Twenty-one out of the forty-seven candidates (boys) who presented themselves for examination utterly failed to obtain a single mark, and only fifteen scored over fifty marks.

Two candidates (girls) out of twenty one examined failed to receive a mark, eight obtaining over fifty.

The answering on the whole showed much better preparation by the girls than the boys.

It is evident from the results that the training in this subject, one of such vast importance in Continental schools, is almost ignored in our Intermediate schools.

FREEHAND.

Middle Grade—Boys.

Report of Edward S. O'Brien, B.E.

Although the number of candidates who obtained honour-marks was not large yet many very good drawings were examined, and a large proportion gave evidence of a fair knowledge of the subject.

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A number enter for examination, who being entirely ignorant of drawing make no real attempt at work and consequently obtain few, if any, marks.

Frequently the candidate devotes his time principally to the details of the example set, neglecting both the necessity for correctness of general proportion and for drawing the principal lines on both sides before putting in the secondary ones.

On the whole the drawings were good and I consider the results satisfactory.

MIDDLE GRADE.—GIRLS.

Report of A. W. F. LANGMAN.

There is a large per-centage of passes, about the same as last year, but not many in honours.

Some still finish one side entirely before the other. The main lines should be drawn first on both sides; or, if not a symmetrical copy, the principal lines of the design and the details added last if there is time.

Proportion is the most important point, and widths should be checked by, judging by the eye, similar angles.

PERSPECTIVE AND ISOMETRIC PROJECTION.

MIDDLE GRADE—BOYS.

Report of EDWARD S. O'BRIEN, B.E.

Some excellent papers were examined and the answering of many candidates was most satisfactory. A very large number, however, seemed totally unprepared and not to understand the most elementary rules of Perspective or of Isometric Projection.

Candidates should pay more attention to neatness and to showing construction lines clearly, and should in all cases indicate back edges of objects by dotted lines.

The rule of working on one side of the paper only should be more generally observed, and the problems should be better "placed" on the paper worked on, of which some candidates use a most unnecessary number of sheets.

MIDDLE GRADE.—GIRLS.

Report of A. W. F. LANGMAN.

There were not very many good papers in Perspective, considering the very easy and fair questions set. A few students show evident signs of cramming; this is clear from the students attempting every question and not even half working them out. Some were careless about which side of the spectator the figure should be worked. Others, because the resulting shape was familiar to them, sketched the figures and left out a great deal of the working. Inking in is not required. Some of the papers were quite a pleasure to examine.

Isometric Projection.—The results of some of the scales were quite right, but the steps by which they were obtained, very faint or not shown at all. In others neither the plain nor the isometrical scale was used in working out the figures. Thicknesses should be shown and back edges dotted. This applies to both Perspective and Isometric Projection.

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FREEHAND.

Junior Grade—Boys.

Joint Report of A. W. F. Langman and Edward S. O'Brien, B.E.

There was a large number of good drawings, and of those who failed a number did not even attempt to start. The proportions and outside shape of the copy are the most important, and if these were correct the Pass was secured. The detail inside the shape was to test for the Honours section. Many of the failures did not even show the central line nor any system at all of working. On the whole we are pleased with the work sent in. There are still a few students who write rubbish on their papers and one case of tracing. The copy was set with very few straight lines in it so that very little temptation was offered for ruling.

Junior Grade.—Girls.

Report of Edward S. O'Brien, B.E.

The relative number of candidates who obtained pass or honour marks was not so large as that of the Junior Grade boys, yet, the percentage of those who made little or no attempt at work was smaller and many unusually good drawings were examined. The number of candidates who evidently endeavoured to attain general correctness of outline before attempting detail and who, in short, set about their work in a proper manner, gave evidence of much good and careful teaching.

The drawings, on the whole, were good, many excellent, and the results of the examination may be considered very satisfactory.

GEOMETRICAL DRAWING AND DESCRIPTIVE GEOMETRY.

Junior Grade.—Boys and Girls.

Joint Report of P. J. Prendergast, C.E., and Edward Townsend, M.A., D.SC.

We beg to report that the drawings of the candidates of the Junior Grade in the subject of "Geometrical Drawing" have been very accurately and neatly executed. We were very favourably impressed with the quantity and style of the work done, and we consider that this branch has been well taught in the Irish schools.

With regard to "Descriptive Geometry" we regret to state that the answering in this subject is extremely limited, in fact the great bulk of the candidates appear not to have studied it at all.

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BOTANY.

All Grades—Girls Only.

Report of R. J. Anderson, M.A., M.D.

I have to report that questions on the Natural orders have been well answered in all the Grades.

Questions having reference to the Morphology of Plants, and those questions set to test powers of observation and description, have not been so satisfactorily dealt with as those to which answers may be easily found in the books.

The answering in the Middle Grade has been very good indeed.

There are examples of very good answering in the Senior and Junior Grades also.

DOMESTIC ECONOMY.

Senior Grade—(Girls Only).

Report of M. J. Barrington-Ward, M.A.

The Senior papers show decided merit. They are much better than those which I examined in 1885 and 1886, and the progress which has been made testifies abundantly to the industry and skill of the teachers, as well as the increased aptitude of the candidates. The manuals in common use have been carefully and successfully studied, while many answers show evidence of a sensible acquaintance with the practical details of household management. The only question which is unsatisfactorily answered by most candidates is the tenth (*i.e.*, the last on the paper), relating to life insurance. The teachers, in giving lessons on thrift as a portion of the wide range of study commonly termed "domestic economy," should endeavour to make their pupils proficient in the details and objects of life insurance, as it is one of the most important means of saving, as well as the one most generally adopted by the heads of families. Attention must be drawn to the needless and most troublesome prolixity of the written answers, which might, in many instances, have been reduced by one half, with positive benefit to the candidate's marks. The handwriting is much worse than that of the Junior students. In some instances it is even *illegible*, owing to the angular distortions of misshapen lettering. Concisely worded answers should be given, in a neat round hand, so that the Examiner may be enabled to do full justice to the expression of the candidate's knowledge when it lies before him.

Middle Grade.

Report of M. J. Barrington-Ward, M.A.

The Middle Grade papers are, on the whole, well worked. There are few cases of failure, and a high proportion of the candidates have gained honours. The candidates generally have taken great pains to "get up" one or two text-books, though it is a matter for regret, as with the Junior Grade, that reliance is so often placed on the precise words of the favourite manual. (Teachers could easily make their pupils avoid

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this parrot-like repetition of set phrases.) Recipes, on the other hand, are frequently written out in a style which indicates practical acquaintance with culinary processes, and this is a gratifying sign of progress. But candidates should *tabulate* their recipes in intelligible form, and should be very careful to omit none of the essential ingredients of the specified dishes from their enumeration. Punctuation is defective, spelling fair, handwriting rarely good and often nearly illegible. Appeals to the clemency of the Examiner are quite out of place, though they are amusing, sometimes, at the end of a badly worked paper.

Few candidates have a practical acquaintance with Chemistry, and still fewer write their answers in logical order. The majority dwell on the moral aspects of intemperance rather than the scientific characteristics of alcohol (Question 4). The relation of the muscular and osseous system to the nerves has passed unnoticed in most of the answers to the first question, possibly because it is only briefly touched on by the writers of the two manuals in common use. The answers of many candidates are *spun out* to such an extent that the Examiner's patience has been sorely tried. A flood of words too often betrays ignorance, or at least masks the essential portion of the answer so that the Examiner has some difficulty in extracting it from its superfluous surroundings.

Junior Grade.

Joint Report of Miss Jane Barlow and M. J. Barrington-Ward, M.A.

The answering of the candidates differs greatly in merit, for, while a considerable proportion of the papers are accurately and intelligently worked, there are far too many instances of imperfect preparation. Indeed, it is obvious that many candidates have taken no pains to study the subject. As might be expected from young students, book knowledge is far more general than practical acquaintance with the application of "domestic economy" to matters of daily occurrence in household affairs. The answers are too often given in the exact words of the little elementary manuals which were recommended for perusal. This fault (and errors of composition, too) might have been avoided if the teachers had practised their pupils sufficiently in the art of writing out answers to examination questions. *Scientific* reasons are seldom given for natural phenomena or specified processes.

Spelling and writing are, on the whole, good, though instances occur, only too frequently, of illegible penmanship and bad spelling. The correct use of "shall" and "will" has yet to be acquired by almost all the candidates.

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Appendix IV.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH RESULTS FEES WERE PAID IN 1889, AND AMOUNTS OF SUCH FEES.

LEINSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
Carlow, . .	Carlow, .	The Collegiate Academy, . .	1	4 6 8
	do., .	Carlow College, . . .	10	32 14 6
	do., .	Christian Schools, . . .	11	29 14 1
	Tullow, .	St. Patrick's Seminary, . .	–	11 10 9
Dublin, . .	Dublin, .	Christian Schools, James's-street,	41	101 11 3
	do., .	do. Nth. Brunswick-st.	3	7 9 11
	do., .	do. Nth. Richmond-st.	117	283 16 11
	do., .	do. Synge-street, .	37	88 4 10
	do., .	do. Westland-row, .	27	78 10 0
	do., .	Belvedere College (S.J.) . .	53	160 8 4
	do., .	Carmelite Seminary, 41, Lower Dominick-street.	–	4 3 1
	do., .	Catholic University School, .	14	42 4 3
	do., .	Private School, 83, Rathmines-road.	3	12 13 9
	do., .	High School, 40, Harcourt-street,	62	246 9 7
	do., .	King's Hospital, . . .	13	24 9 4
	do., .	Masonic Orphan Boys' School, .	13	53 19 11
	do., .	Private School, 53, Gt. Charles-street.	1	3 5 0
	do., .	Rathmines School, . . .	26	92 3 1
	do., .	Wesley College, . . .	21	78 5 2
	Blackrock, .	Blackrock College, . . .	66	290 9 9
	Castleknock, .	St. Vincent's College, . .	25	96 2 1
	Glasnevin, .	St. Vincent's Orphanage, . .	21	53 13 9
	Kingstown, .	Corrig School, ...	11	41 0 9
	do., .	Kingstown School, Crosthwaite-terrace.	6	20 18 11
	Sandymount, .	St. Patrick's Collegiate School, .	3	2 12 5
	do., .	Academical Institution, Sandymount-green.	10	30 8 1
	Santry, .	Santry School, ...	13	54 4 0
	Terenure, .	Carmelite College, . . .	10	34 14 4
Kildare, . .	Athy, . .	Christian Schools, . . .	12	34 6 2
	Monasterevan,	do. . . .	11	28 12 1
	Sallins, . .	Clongowes Wood College (S.J.),	69	268 19 10
Kilkenny, .	Callan, . .	Christian Schools, . . .	1	5 8 4
	Kilkenny, .	do. . . .	15	36 10 10
	do., .	St. Kieran's College, . .	11	29 1 5
	do., .	Creighton's School, . .	4	12 15 5
	do., .	Pococke College, . . .	7	27 11 8
		Carried forward, .		2,423 10 3

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County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
		Carried forward, . .	—	2,423 10 3
KING'S COUNTY,	Parsonstown, .	Chesterfield Preparatory School,	2	2 17 10
	do., .	Presentation Brothers' Monastery,	8	19 1 0
	Tullamore, .	Christian Schools, . . .	3	2 16 0
LONGFORD, .	Granard, .	St. Bernard's School, . .	1	5 8 4
	Longford, .	St. Mel's College, . . .	3	12 13 9
LOUTH, . .	Drogheda, .	Christian Schools, . . .	10	24 6 8
	do., .	Grammar School, . . .	14	51 10 7
	Dundalk, .	Christian Schools, . . .	58	133 12 1
	do., .	Educational Institution, . .	21	81 10 10
	do., .	St. Mary's College, . . .	28	88 2 5
MEATH, . .	Navan, .	St. Finian's Seminary, . .	22	84 4 6
QUEEN'S CO. .	Maryboro', .	Christian Schools, . . .	5	15 16 0
	Mountrath, .	The Monastery, . . .	6	15 17 5
WESTMEATH, .	Bunbrusna, .	Farra School, ...	17	58 13 9
	Multyfarnham,	Wilson's Hospital, . . .	5	9 1 10
	Mullingar, .	Christian Schools, . . .	18	43 18 11
WEXFORD, .	New Ross, .	Endowed School, . . .	1	4 11 0
	Wexford, .	Christian Schools, . . .	12	26 3 9
	do., .	St. Peter's College, . . .	8	27 6 8
	do., .	Tate School, ...	3	8 11 3
WICKLOW, .	Bray, .	Bray School, ...	3	12 5 0
		Total, ...		3,152 0 6

ULSTER.

ANTRIM, . .	Ballycastle, .	Intermediate School, . .	3	14 2 6
	Ballymena, .	Civil Service and Intermediate School.	2	10 0 0
	do., .	Collegiate & Intermediate School.	1	4 3 1
	do., .	Gracehill Schools, . . .	2	6 19 1
	Ballymoney, .	Intermediate School, . . .	5	13 5 5
	Belfast, .	Royal Academy, . . .	13	69 8 9
	do., .	Christian Schools, . . .	28	70 18 11
	do., .	Mercantile Academy, . .	8	21 17 11
	do., .	Methodist College, . . .	68	274 11 3
	do., .	Royal Academical Institution, .	46	185 11 10
	do., .	St. Malachy's College, . .	35	129 3 8
	Carrickfergus,	Alexandra School, . . .	1	0 9 1
	Larne, . .	Grammar School, . . .	1	1 10 9
	Lisburn, .	Intermediate and Univ. School,	3	11 2 8
	Randalstown,	Parkgate Intermediate School, .	1	1 19 9
ARMAGH, .	Armagh, .	Cathedral School, . . .	2	9 5 0
	do., .	Classical School, . . .	12	41 2 11
	do., .	Royal School, ...	9	44 7 5
	do., .	St. Patrick's College, . .	11	47 5 8
	Lurgan, .	The College, ...	20	85 8 6
CAVAN, .	Cavan, .	St. Patrick's College, . .	4	12 16 5
DONEGAL, .	Letterkenny, .	Diocesan Seminary, . . .	3	11 1 8
		Carried forward, . .		1,066 12 3

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County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
		Carried forward, . .	–	1,066 12 3
DOWN, . .	Banbridge, .	The Academy, ...	–	16 16 5
	Bangor, . .	Endowed School, . . .	2	2 17 10
	Dromore, .	Intermediate School, Church-st.,	5	14 5 4
	Holywood, .	Upper Sullivan Schools, . .	–	43 12 8
	Newry, . .	Christian Schools, . . .	33	92 9 7
	do., . .	Intermediate School, . .	18	51 18 1
	do., . .	St. Colman's College, . .	4	9 18 8
	Newtownards,	Intermediate School, .	1	3 14 1
	Rathfriland, .	Intermediate School, Springfield,	1	4 3 1
FERMANAGH, .	Enniskillen, .	Portora Royal School, . .	4	19 3 4
LONDONDERRY,	Coleraine, .	Academical Institution, . .	23	89 15 7
	Londonderry,	Academical Institution, . .	24	94 11 10
	do., .	Foyle College, ...	21	92 6 6
	do., .	St. Columb's College, . .	11	36 3 11
	Maghera, .	Intermediate School, . . .	4	10 11 3
	Magherafelt, .	Rainey Foundation School, .	2	6 17 6
	Moneymore, .	Intermediate School, . . .	1	4 11 8
MONAGHAN, .	Monaghan, .	The Collegiate School, . .	8	20 3 3
	do., .	St. Macarten's Seminary, . .	9	40 0 4
TYRONE, . .	Castlederg, .	Intermediate School, . . .	–	4 3 1
	Cookstown, .	The Academy, ...	9	39 19 6
	Dungannon, .	Royal School, ...	7	20 14 6
	Omagh, .	Intermediate School, . . .	4	16 15 5
	do., .	Christian Schools, . . .	16	46 3 1
	Strabane, .	The Academy, ...	9	84 19 2
		Total, . .		1,883 12 11

MUNSTER.

CLARE, . .	Ennis, . .	Christian Schools, . . .	15	41 10 7
	do., .	Diocesan College, . . .	15	53 12 1
	do., .	Ennis College, ...	5	9 16 10
	Kilrush, .	Christian Schools, . . .	16	24 8 4
CORK, . .	Charleville, .	Christian Schools, . . .	12	28 12 5
	Cork, . .	do., . . .	152	434 0 2
	do., .	Christian Brothers' College, .	24	74 18 8
	do., .	Collegiate School, 49, South Mall,	5	23 0 7
	do., .	Grammar School, . . .	–	16 8 8
	do., .	Presentation College, Mardyke, .	56	186 16 9
	do., .	Presentation Schools, Douglas-street.	11	22 7 10
	do., .	Patrick-street Collegiate and Intermediate School.	2	8 11 7
	do., .	Queen-street Collegiate School, .	16	56 8 6
	do., .	University and Intermediate Academy, Great George's-st.	3	10 5 5
	Fermoy, .	St. Colman's College, . .	16	62 9 2
	do., .	Christian Schools, . . .	6	13 5 5
	Mallow, .	Patrician School, . . .	15	56 13 1
	Midleton, .	Christian Schools, . . .	15	28 19 7
	do., .	The College, ...	–	40 6 5
	Mitchelstown,	Christian Schools, . . .	4	9 14 0
	Skibbereen, .	University & Intermediate School	8	36 3 2
	Youghal, .	Christian Schools, . . .	22	39 7 3
		Carried forward, . .		1,277 16 6

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County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
		Carried forward, . .	—	1,277 16 6
KERRY, . .	Killarney, .	St. Brendan's Seminary, . .	17	77 6 3
	Listowel, .	St. Michael's College, . .	6	19 2 10
	Tralee, . .	Christian Schools, . . .	15	38 0 2
LIMERICK, .	Bruff, . .	St. Patrick's Seminary, . .	2	6 1 0
	Limerick, .	Christian Schools, . . .	66	175 3 4
	do., .	Drumlohan School, . . .	2	4 12 1
	do., .	Leamy School, . . .	7	21 7 1
	do., .	Sacred Heart College (S.J.), .	18	57 5 0
	do., .	University & Intermediate School,	1	5 8 4
	do., .	St. Munchin's College, . .	8	32 2 3
TIPPERARY, .	Carrick-on-Suir	Christian Schools, . . .	7	8 7 11
	Cashel, .	Rockwell College, . . .	5	12 12 10
	Clonmel, .	Christian Schools (St. Mary's), .	1	1 3 6
	do., .	do., (SS. Peter and Paul's).	22	40 12 3
	do., .	Grammar School, . . .	8	33 3 4
	Nenagh, .	Christian Schools, . . .	13	27 7 8
	Roscrea, .	Parkmore School, . . .	1	3 1 5
	Tipperary, .	Christian Schools, . . .	22	58 12 6
	do., .	Grammar School, . . .	29	111 15 7
WATERFORD, .	Dungarvan, .	Christian Schools, . . .	19	39 10 10
	do., .	St. Augustine's Seminary, .	10	31 18 9
	Waterford, .	Christian Schools, . . .	56	113 5 5
	do., . .	Collegiate School, 13, Lady-lane,	2	7 8 9
	do., .	Bishop Foy's School, . .	1	2 17 10
		Total, ...		2,206 3 5

CONNAUGHT.

GALWAY, . .	Ballinasloe, .	The Academy, . . .	2	6 11 10
	Galway, .	Grammar School, . . .	15	54 7 9
	do., .	St. Ignatius' College, . .	7	28 10 0
	Loughrea, .	St. Brendan's Seminary, . .	1	3 1 5
	Tuam, .	St. Jarlath's College, . .	7	28 17 9
LEITRIM, .	Manorhamilton,	Intermediate School, . .	2	10 4 7
MAYO, . .	Ballinrobe, .	Christian Schools, . . .	6	13 18 1
	Westport, .	do., ...	12	30 19 5
ROSCOMMON, .	Athlone, .	Ranelagh School, . . .	21	83 4 2
	do., .	St. Mary's Intermediate School,	8	16 4 10
	Boyle, .	Academical Institution, . .	8	27 6 6
	Elphin, .	Bishop Hodson's Grammar School,	4	18 15 5
SLIGO, . .	Sligo, .	The College, ...	14	54 4 4
	do., .	Primrose Grange School, . .	9	30 7 9
		Total, . . .		406 13 10

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GIRLS.

LEINSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount. £ s. d.
Dublin, . .	Dublin, .	Abercorn College, . . .	1	1 19 9
	do., .	Alexandra College, . . .	21	92 14 10
	do., .	Alexandra School, . . .	44	98 10 10
	do., .	Ardnagrena School, Rathgar, .	4	12 11 2
	do., .	Clergy Daughters' School, . .	4	13 9 5
	do., .	Dominican Convent, 19, Eccles-st.	–	54 12 3
	do., .	Frankfort College, Rathgar, .	9	25 10 5
	do., .	German Day School, 45, Wellington-place.	4	8 17 1
	do., .	Loretto Convent, Stephen's-gn.,	5	18 15 2
	do., .	Loretto Convent, Rathmines, .	4	10 18 6
	do., .	Masonic Female Orphan School,	7	13 11 0
	do., .	Miss Yoakley's School, 3, Harrington-street.	8	20 9 5
	do., .	Morehampton House, Ladies' School.	4	11 19 4
	do., .	Miss Jones' Private School, 19, Leinster-square, Rathmines.	13	41 10 9
	do., .	Preparatory School, 28, Sandford-road.	1	1 16 2
	do., .	Rathgar School, The Misses Semple.	7	20 8 1
	do., .	Rutland School, . . .	15	42 12 8
	do., .	St. Margaret's Hall, Burlington-road.	8	8 4 4
	do., .	Trinity School, 41, North Great George's-street.	2	1 14 4
	Castleknock, .	Mercer's School, . . .	8	12 11 0
	Kingstown, .	Royal Terrace School, . .	5	11 7 8
	Monkstown, .	French School, . . .	1	3 1 5
	do., .	School for Young Ladies, 3, Belgrave-square, E.	2	5 10 2
	do., .	Private School, . . .	3	7 15 4
	Terenure, .	Miss Carnegie's School, 5, Mount Tallant-terrace.	3	6 19 1
Kildare, . .	Athy, .	Convent of Mercy School, . .	7	12 16 5
	Kilcullen, .	Carnalway School, . . .	1	2 8 9
Kilkenny, .	Kilkenny, .	Loretto Convent, . . .	15	32 15 5
King's Co., .	Parsonstown, .	Chesterfield Preparatory School,	1	0 18 1
Longford, .	Longford, .	Convent of Mercy School, . .	–	22 3 9
Louth, . .	Drogheda, .	Ladies' School, ...	2	6 16 2
	Dundalk, .	The Misses Parks' School, . .	12	26 6 11
Meath, . .	Navan, .	Loretto Convent, . . .	32	91 0 8
Queen's Co., .	Mountmellick,	Friends' School, . . .	10	19 6 5
	do., .	Miss Jellico's School, . .	4	11 8 3
Westmeath, .	Mullingar, .	Loretto Convent, . . .	12	41 6 5
Wexford, .	Gorey, .	Loretto Abbey, ...	–	5 11 1
	Wexford, .	Loretto Convent, . . .	13	26 10 2
Wicklow, .	Rathdrum, .	Private School, . . .	2	8 11 11
		Total, . . .		855 10 5

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ULSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount. £	s.	d.
ANTRIM, . .	Ballycastle, .	Intermediate School, . . .	2	3	19	6
	Ballymena, .	Ladies' School, Flixton-place, .	10	21	14	4
	do., .	Gracehill Ladies' School, . .	2	5	1	2
	Ballymoney, .	Intermediate School, . . .	2	8	11	7
	do., .	The Misses Gordon Ladies' School.	2	4	17	6
	Bushmills, .	Ladies' School, ...	3	7	9	11
	Belfast, .	Victoria College, ...	79	299	8	11
	do., .	Ladies' School, 2, Osborne-terrace, Balmoral.	–	7	18	11
	do., .	Ladies' School, Wellington Park,	1	2	5	2
	do., .	Ladies' School, Ballynafeigh, .	1	2	17	10
	do., .	Ladies' School, 4, Priocese Gardens	10	26	14	5
	do., .	Methodist College, . . .	25	63	6	5
	do., .	Mercantile Academy, . .	5	11	7	6
	do., .	The Elms, Belmont, . . .	8	20	18	9
	Carrickfergus,	Alexandra School, . . .	11	24	3	11
	Lisburn, .	Interm. and Univ. School, .	2	8	6	2
	Randalstown, .	Parkgate Intermediate School, .	4	14	11	9
ARMAGH, . .	Armagh, .	Miss Calvert's School, St. Mark's-place, The Mall.	3	4	17	6
	do., .	The Abbey School, . . .	3	5	10	2
	Portadown, .	Alexandra School, . . .	7	17	4	11
	Richhill, .	Mrs. C. S. Best's Ladies' School,	2	2	14	2
	Lurgan, . .	The Misses Murphy Ladies' School.	2	4	4	11
DONEGAL, .	Lifford, .	Prior Endowed School, . .	4	9	15	3
	Newtowncunningham.	Miss L. V. Holtan's Ladies' School.	1	3	6	10
DOWN, . .	Banbridge, .	Ladies' Collegiate School, . .	9	26	13	4
	Bangor, .	Endowed School, . . .	4	9	6	11
	do., .	Ladies' School, Upper Cliftoo, .	2	8	18	9
	Hillshore', .	Intermediate School, . . .	4	12	16	10
	Holywood, .	Mervue School, . . .	1	1	19	9
	do., .	Upper Sullivan School, . .	–	45	18	10
	Newry, .	Ladies' Intermediate School, .	15	56	8	3
	Newtownards,	Intermediate School, . . .	5	15	15	7
LONDONDERRY, .	Coleraine, .	Ladies' School, Gordonville, .	4	10	5	10
	Londonderry,	Ladies' Collegiate School, . .	32	110	11	6
	do., .	Miss Jenkins' School, . .	9	18	2	11
	do., .	Strand House School, . .	43	145	17	9
	Maghera, .	Intermediate School, . . .	2	11	4	10
MONAGHAN, .	Carrickmacross	Grammar School, . . .	–	2	12	9
	Monaghan, .	St. Louis Convent, . . .	17	49	9	9
	do., .	Collegiate School, . . .	1	5	0	3
TYRONE, . .	Cookstown, .	Ladies' School, ...	10	36	6	8
	Dungannon, .	Ladies' School, ...	5	12	4	2
	Omagh, .	Loretto Convent, . . .	8	23	18	11
	do., .	Intermediate School, . . .	1	1	10	9
	do., .	Ladies' Collegiate School, . .	1	2	12	9
	Strabane, .	Private School, ...	4	5	11	1
		Total, . .		1,194	7	8

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MUNSTER.

County.	Town.	Name of School.	No. of Stn-dents paid on	Amount. £	s.	d.
CLARE, . .	Ennis, .	Convent of Mercy, . . .	15	27	11	8
CORK, . .	Cork, .	High School for Girls, . .	11	41	15	8
	do., .	Ladies' Seminary, 6, South Mall,	3	9	13	2
	do., .	The Misses Deaves' School, 71, Patrick-street.	5	11	11	10
	do., .	Miss Mulhare's Seminary, . .	7	20	19	0
	do., .	Misses Sheppard's School, St. Luke's-place.	2	5	9	9
	do., .	Rochelle Seminary, ...	12	32	7	6
	do., .	Ursuline High School, St. Angela's, Richmond.	27	71	16	0
	Macroom, .	Convent of Mercy, . . .	12	26	10	4
	Midleton, .	Girls' Intermediate School, .	3	11	12	4
	Queenstown, .	Convent of Mercy, . . .	7	20	5	5
KERRY, . .	Killarney, .	Loretto Convent, . . .	9	27	8	9
	Tralee, .	Godfrey-place School, . .	2	2	17	10
	do., .	Presentation Convent, . .	8	22	2	8
LIMERICK, .	Limerick, . .	Ladies' Intermediate School, .	3	6	17	3
	do., .	Leamy School, ...	2	3	14	5
	do., .	Madame de Prins' College, .	5	12	18	4
	do., .	University & Intermediate School,	1	2	17	10
TIPPERARY, .	Rosorea, .	The Valley School, . . .	5	20	7	5
		Total, . .		373	16	9

CONNAUGHT.

ROSCOMMON, .	Boyle, .	Academical Institution, . .	1	2	3	4
SLIGO, .	Sligo, . .	Private School, ...	2	10	5	5
	do., .	Stephen-street School, . .	1	3	19	6
		Total, . .		16	0	3

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Appendix V.

The Burke Memorial Prizes.

A sum of money, subscribed in memory of the late Thomas Henry Burke, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18*s.* 11*d.* Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

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The Queen's Printing Office.

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5842.

Chief Secretary's Office,
Dublin Castle,
31st March, 1890.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 28th instant, forwarding for submission to His Excellency the Lord Lieutenant the Report of the Intermediate Education Board for Ireland for the year 1889.

I am, Gentlemen,
Your obedient servant,
WEST RIDGEWAY.

The Assistant Commissioners
of Intermediate Education,
1, Hume-street.

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